



2013-2014
Teaching Artist
Guidebook

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Guidebook

Prepared by the TEACHING ARTIST ADVISORY GROUP (TAAG), a collaboration of the Mississippi Arts Commission, Bologna Performing Arts Center, Greenville Arts Council, Teaching Artist, Althea Jerome, Mississippi Alliance for Arts Education, MSU Riley Center for Education and Performing Arts, VSA Mississippi, and the Whole Schools Initiative.

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Introduction

Since 1997, the Mississippi Arts Commission has maintained a Teaching Artist Roster (TAR), formerly known as the Arts Education Demonstrator Roster, which features artists and arts educators who are experienced in the processes of their art forms and know how their art can facilitate engaged learning. The Teaching Artist Roster is a listing of adjudicated professional artists and arts educators who are available to work with organizations and schools in developing strategies for using the arts in and out of the classroom. Grant funds are available from MAC to schools and organizations to support presentations or workshops by these artists.

Teaching artists work at a professional level within their artistic discipline, but have also made arts education a central component in their work. They have developed their skills as educators along with their artistic skills. Teaching artists work for schools, youth arts programs, community centers, libraries and professional arts organizations. Organizations and schools in Mississippi increasingly rely on members of the Mississippi Teaching Artist Roster to provide arts experiences for students, residencies within schools, and professional learning for self-contained teachers, as many areas of the state face a reduction of full-time arts specialists. At present, the range, depth, and specialization of teaching artists listed on the roster varies significantly and their opportunities for professional learning vary by geographic location. Individuals and organizations in the arts education field have recognized a need to address the professional learning opportunities available to these artists, which have been made more acute by the demands of schools facing increased accountability standards in education and decreased funding.

In 2012, the Mississippi Arts Commission formed the Teaching Artist Advisory Group (TAAG) to explore the needs of individuals and organizations that train and employ teaching artists (TA) in the state of Mississippi. The individuals and organizations that joined the Mississippi Arts Commission in this effort are the Bologna Performing Arts Center, Greenville Arts Council, Althea Jerome, Mississippi Alliance for Arts Education, MSU Riley Center for Education and Performing Arts, VSA Mississippi, and the Whole Schools Initiative. The participants represent individuals and organizations from across the state that make significant investment in artists and teaching artists through employment, professional learning, and promotional materials, and who have expressed interest in working collaboratively to explore the topic. The group met six times between 2012 and 2013; the Mississippi Teaching Artist Guidebook is a result of those meetings.

The purpose of the Mississippi Teaching Artist Guidebook is to provide a framework to articulate the processes and resources needed to improve the preparedness, developmental appropriateness, and flexibility of Mississippi's teaching artists working within various learning environments.

Teaching Artist Spectrum

The Teaching Artist Spectrum was developed by the John F. Kennedy Center for the Performing Arts and printed with permission by the author, Lynn Silverstein. This spectrum serves as a sequential, scaffold guide for artists and teaching artists wishing to serve this field of work.

Professional Artist	Residency Artist	Workshop Leader	Coach for Teachers	Trainer for Teaching Artists
Sparks students' interest in the arts through exhibits or performances. Includes interactions or discussions with students about the artistic process and product.	Draws on extensive experience in the art form. Builds students' knowledge and skills by leading instructional residencies. Develops residencies that focus on art form and/or its integration with another part of the curriculum or a school concern/need.	Draws on extensive experience teaching students in residencies. Builds teachers' capacity to teach in, through, or about the arts by leading professional development workshops. Develops workshops that draw on the artist's extensive experience teaching students in residencies. Analyzes own teaching and deconstructs it for teachers. Models classroom practice; Leads teachers in reflection about both the content and teaching process.	Draws on extensive experience teaching student residencies and professional development for teachers. Builds teachers' capacity to teach in, through, or about the arts by coaching individual teachers as they provide instruction to students in the classroom. Sets goals with each teacher for his/her learning. Demonstrates effective teaching strategies in the classroom. Co-teaches and/or observes teacher's instruction and provides assistance as needed. After the classroom sessions, provides feedback and reflects on teacher's progress.	Draws on extensive experience teaching student residencies, leading workshops for teachers, or coaching teachers. Builds teaching artists' capacity to teach in, through or about the arts by leading professional development sessions. Exhibits the knowledge, skills, and attitudes of an expert teaching artist in one or more of the roles within the Teaching Artist Spectrum. Assists arts organizations to develop training programs and materials to increase other artists' abilities to take on one or more roles within the Teaching Artist Spectrum.

Teaching Artist Skills Checklist

This checklist has been adopted to provide an "at a glance" overview of the skills and attributes that a teaching artist shall obtain through sequential, scaffold training.

ARTISTIC ASPECT

Teaching artists should work toward acquiring the following:

- Formal training and/or experience in arts discipline or traditional arts practice
- Demonstrate professional practice: performs, exhibits, publishes, and/or maintains a body of work
- Provide authentic model for the power of artistic thinking, creating, perceiving, reflecting, and self-evaluation
- Use components of the arts to teach in new ways
- Transform passion for own art form and motivate participants to push their own aesthetic experience; promote value of the arts as a career
- Synthesize and make connections

TEACHING ASPECT

Teaching artists should work towards acquiring the following:

- ♦ Collaborate with teachers, administrators, staff, students, parents and community
- ♦ Assess needs in collaboration with the classroom teacher or site contact person; assess learning
- ♦ Engage people who have different abilities, gender, age, race, and/or cultural boundaries; using voice and body language to captivate audience
- ♦ Be flexible, assess progress and success of a classroom in progress and make necessary adjustments (in teaching style, materials, equipment, timing, sequencing, teacher/staff involvement)
- Model behavior and teaching practices on current research and best practices

- Use the arts to foster and build 21st century skills (hyperlink to www.p21.org)
- Use the arts to strengthen and build learning communities
- Utilize classroom management skills
- Have a working knowledge of multiple intelligence theory, arts integration, Universal Design for Learning, and differentiated instruction and their integration into teaching practice
- Understand current state curriculum standards and possess an ability to link them to teaching practice
- Understand developmental capabilities of their participants and child development in general

BUSINESS ASPECT

Teaching artists should work towards acquiring the following:

- Time management and effective scheduling
- Excellent communication skills with educators and parents
- Organizational skills and preparedness
- Possess a professional in demeanor; respect for school/community schedules, space environment, materials, rules and property
- Prepare workshop descriptions, promotional literature, and lesson plans
- Possess necessary skills to promote and market work as a teaching artist
- Document and evaluate overall effectiveness
- Access different communities and to facilitate meetings with a diverse groups of people

Professional Learning: Process Explained

This teaching artist professional learning process seeks to outline the skills necessary to become a highly qualified, Mississippi Teaching Artist. This process is offered to any Mississippi artist in any of the five major arts disciplines (visual, music, drama, dance, and media arts) as a possible sequence of quality training toward becoming a Master Teaching Artist supported by the Mississippi Arts Commission.

The Teaching Artist Advisory Group, (TAAG), through extensive research and observation of teaching artist's work in process, proposes the following **definition of a Teaching Artist**:

Teaching Artists (TAs) are practicing professional artists and/or arts educators with the complimentary skills and knowledge of an educator. TAs teach and integrate their art form, perspectives and skills into a wide range of settings, while effectively engaging and collaborating with diverse learning communities.

A. Setting a Foundation for Teaching Artist Work:

The following trainings shall be offered throughout the year by the Mississippi Arts Commission and partner organizations across the state of Mississippi:

Definition of Arts Integration:

This intensive training on arts integration as defined by the John F. Kennedy Center for Performing Arts, which has been adopted by the Mississippi Arts Commission and all TAAG members, seeks to provide a baseline and common language for the work of teaching artists in the state of Mississippi. This training shall be provided by the Mississippi Arts Commission. (see resource section for definition)

(Hyperlink to <http://artsedge.kennedy-center.org/educators/how-to/series/arts-integration-beta/arts-integration-beta.aspx>)

Whole Schools Initiative Lesson Plans Development:

This training provides an explanation on creating a lesson plan in accordance with a standardized format that has been collaboratively developed by the Whole Schools Initiative (WSI) and TAAG members. This lesson plan format incorporates Mississippi State Frameworks, Common Core State Standards, and Universal Design for Learning (UDL) principals and arts integration. This training will be provided by the Mississippi Arts Commission. (see resource section for lesson plan template)

Universal Design for Learning (UDL):

UDL is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone and can be customized and adjusted for individual needs. Training in UDL will periodically be provided by the Mississippi Arts Commission and/or VSA Mississippi. (hyperlink to www.cast.org/udl)

Classroom Management:

This training session seeks to provide "best practices" training to prepare teaching artists to interact with students in a classroom environment. This training will be provided by the Mississippi Arts Commission.

Common Core State Standards (CCSS) and the Arts I:

This training provides an overview of the newly implemented Common Core State Standards and the Visual and Performing Arts Frameworks in the state of Mississippi. Teaching artists will be educated in language and content utilized within education and the curriculum. This training will be provided by the Mississippi Arts Commission and the Mississippi Department of Education.

(Hyperlink to www.mde.k12.ms.us/curriculum-and-instruction/curriculum-and-instruction-other-links/common-core-state-standards)

Proposals and Contracts:

This training provides information on how to create a proposal and/or contract with a school, arts agency, or interested employer. This training will be provided by the Mississippi Arts Commission and the Mississippi Partners in Education sites.

B. Planning, Assessment and Reflection: Level 1

Developing Your Strategy and Philosophy:

The elements of each arts discipline and the Studio Habits of Mind will guide teaching artists in developing a strategy to share and connect their art form to other content areas by focusing on process. Studio Habits of Mind is a teaching and reflecting strategy created by the Harvard University Graduate School of Education's Project Zero that addresses eight essential habits utilized by artists that address the learning process. This training will be provided by the Mississippi Arts Commission.

Common Core State Standards and Studio Habits 2:

This training provides a more in-depth look into Common Core State Standards and Studio Habits of Mind. This training will be provided by the Mississippi Arts Commission with the Mississippi Department of Education.

C. Specializing Teaching Artist Work: Level 2

Using Concepts to Develop Workshops:

Teaching artists will focus their work on strategy development associated with their art form to craft a three hour workshop. This training shall be provided by the Mississippi Arts Commission and Mississippi Partners in Education sites.

Residency Development:

Residency Development: This training guides teaching artists through the five-step process for developing a residency plan. A residency is defined as a series of planned instructional experiences for students that take place over time. This training is modeled after the residency training provided by the John F. Kennedy Center for Performing Arts.

Arts Education and Special Education:

This training will provide an in-depth session on differentiated instruction and Universal Design for Learning for those working with students with special needs. This training shall be provided by VSA Mississippi and/or the Mississippi Department of Education.

D. Master Teaching Artist Status: Level 3

A Teaching Artist should have completed training in all of the above areas and been an active member of the MAC TA Roster (or other adjudicated TA Roster) for 9 years in good standing. On the MAC TA Roster application, the TA will indicate the application is for Master Teaching Artist Status, and provide evidence through a professional promotional package of work samples, workshops, residencies, and other professional offerings for panel review.

Teaching Artist Advisory Group

Kim Whitt, Arts in Education Director, Mississippi Arts Commission

Jodie Engle, Whole Schools Initiative Director, Mississippi Arts Commission

Althea Jerome, Teaching Artist

Megan Hines, Arts in Education Coordinator, Greenville Arts Council

Laura Howell, Executive Director, Bologna Performing Arts Center

Charlotte Tabereaux, PH.D., Education Director, MSU Riley Center for Education and Performing Arts

Penny Wallin, Executive Director, Mississippi Alliance for Arts Education

Liz Carroll, Executive Director, VSA Mississippi

The **Mississippi Arts Commission (MAC)** was formed in 1968 by the Mississippi Legislature as the official grants-making and service agency for the arts. Since then, MAC has broadened its role as an active supporter and promoter of the arts in community life, economic development and arts education. MAC operates both an administrative side and a programmatic side. The administrative side consists of the executive and deputy directors, the fiscal officer, the systems administrator, the public relations director and the executive assistant. The programmatic side consists of directors over the following areas: Community and Economic Development, Arts Industry, Folk & Traditional Arts, Arts in Education, the Whole Schools Initiative and various special initiatives. The Commission is funded by the state but receives substantial funding from the National Endowment for the Arts, a federal agency. With these funds, the Commission provides financial support in the form of grants to eligible arts programs and for the work of individual artists. MAC provides training, services and programming to support teaching artists working in Mississippi in addition to maintaining the agency's Teaching Artist Roster, an adjudicated listing of available teaching artists.

The **Bologna Performing Arts Center (BPAC)** at Delta State University was built in 1994 through state funding from the Mississippi Legislature. The mission of BPAC is to bring together artists and audiences to celebrate the arts, enrich the cultural life of the Delta community, educate and deepen the appreciation of the arts and to explore the richness of our world heritage through artistic expression. The BPAC has demonstrated its commitment to arts education. The Janice Wyatt Mississippi Summer Arts Institute, which provides a comprehensive training program in all arts disciplines. The School-Time Matinee Series provides new learning opportunities through the performing arts for approximately 10,000 K-12 students each year. The BPAC has also been selected to participate in the Partners in Education program of the John F. Kennedy Center for the Performing Arts in partnership with the West Bolivar School District. As a Mississippi site affiliated with the John F. Kennedy Center for Performing Arts Partners in Education (PIE) Program, BPAC utilizes teaching artists to provide and participate in high quality professional learning opportunities in and through the arts for partner/area teachers and their students.

The **Greenville Arts Council (GAC)** is a nonprofit 501(c)(3) charitable organization that works in public/private partnership with the City of Greenville and the Washington County Convention & Visitors Bureau. The mission of the GAC is to promote the rich cultural heritage of the region and stimulate and encourage cultural activities, arts appreciation, arts education, and the creative works of artists. GAC is devoted to providing arts experiences for students and educators. GAC partners with school districts to provide arts integration professional learning and resources that integrate the arts into their classroom learning environment. Since 2003, GAC has been a member of the Kennedy Center Partner in Education Program through the Greenville Arts Partnership, a formal partnership between GAC, Greenville Public School District and Western Line School District, focused on full arts integration in at the elementary school level. As a Mississippi site affiliated with the John F. Kennedy Center for Performing Arts Partners in Education (PIE) Program, utilizes teaching artists to provide and participate in high quality professional learning opportunities in and through the arts for partner/area teachers and their students.

Over the past 35 years, **Althea Jerome** has served the state of Mississippi as a leader in arts education. Her work in the Hattiesburg Public Schools was based on the belief that all children can become successful music-makers when their teacher maintains high expectations. While working in elementary schools, her students sang and played for state music conferences and for local businesses, offering approximately 340 public performances. Since 2000, Althea has worked as a teaching artist. She has modeled arts experiences in classrooms, and in the last 4 years, she has conducted 135 professional development workshops for teachers and administrators, or multiple-day artist residencies throughout Mississippi. Althea is extremely driven by her work as a teaching artist and brings great enthusiasm to the goal of providing high-quality arts education experiences to the students of our state. Althea was the 2012 recipient of the Governor's Award for Arts in Education.

The **Mississippi Alliance for Arts Education (MAAE)** was formed in the constitution and bylaws of the Mississippi Arts Commission in 1974 and was formally incorporated in 1979 as a state-wide organization to support arts education. The mission of the MAAE is to advocate for high quality, comprehensive and sequential arts education for all Mississippi students. MAAE is an affiliate of the Kennedy Center Alliance for Arts Education Network (KCAAEN), a coalition of statewide not-for-profit Alliances for Arts Education working in partnership with the John F. Kennedy Center for the Performing Arts to support policies, practices, and partnerships that ensure the arts are an essential part of American K-12 education. MAAE provides a variety of services and support to practicing professional artists, arts educators, and teaching artists within the state of Mississippi. MAAE, in partnership with the KCAAEN and in collaboration with other arts agencies, seeks to promote and support teaching artists and to deliver high quality arts education and literacy experiences in Mississippi schools and communities.

The **Mississippi State University Riley Center for Education & Performing Arts (MSU Riley Center)** at the Mississippi State University Meridian campus was renovated from a grand opera theatre to a full performing arts center in 2006. The mission of the MSU Riley Center is to entertain and enrich, further lifelong learning, and improve the quality of life for people of Mississippi and West Alabama through education and the arts, while enhancing the reputation and offerings of Mississippi State University. The MSU Riley Center is committed to delivering high quality performing arts programming while facilitating teacher training and workshops to help area schools incorporate the arts into the classroom. Together with Lauderdale County and Meridian Public Schools, the MSU Riley Center became a member of The John F. Kennedy Center's Partnership in Arts Education Program in 2007. As a Mississippi site affiliated with the John F. Kennedy Center for Performing Arts Partners in Education (PIE) Program, the MSU Riley Center utilizes teaching artists to provide and participate in high quality professional learning opportunities in and through the arts for partner/area teachers and their students.

VSA Mississippi. The international organization on arts and disability, was founded more than 35 years ago by Ambassador Jean Kennedy Smith to provide arts and education opportunities for people with disabilities and increase access to the arts for all. With 52 international affiliates and a network of nationwide affiliates, of which VSA Mississippi is one, VSA is providing arts and education programming for youth and adults with disabilities around the world.

Four principles guide VSA programs and affiliates:

- Every young person with a disability deserves access to high quality arts learning experiences.
- All artists in schools and art educators should be prepared to include students with disabilities in their instruction.
- All children, youth, and adults with disabilities should have complete access to cultural facilities and activities.
- All individuals with disabilities who aspire to careers in the arts should have the opportunity to develop appropriate skills.

When founded in 1974, the organization was named the National Committee - Arts for the Handicapped. In 1985 the name changed to Very Special Arts and in 2010 it became VSA. In 2011, VSA merged with the Kennedy Center's Office on Accessibility to become the Department of VSA and Accessibility at the John F. Kennedy Center for the Performing Arts. VSA Mississippi seeks to support and train teaching artists in learning environments serving those with disabilities while maintaining the VSA MS Teaching Artist Roster, an adjudicated roster of available teaching artists.

The **Whole Schools Initiative (WSI)** is a special program within the Mississippi Arts Commission that seeks to expand regular classroom instruction to include the arts and promotes collaborations between arts and classroom teachers to create arts-infused instruction. Currently, Mississippi has 23 schools (more than 15% of all school districts) participating in this model of school reform. WSI is an arts integrated conceptual approach to re-designing school environments that create a culture of collaboration and transparency. The WSI is activated around inspiring the entire community toward increased student engagement by promoting deep learning. WSI provides training and employment of teaching artists through mentoring, site visits and interactions with schools affiliated with Arts in the Classroom, Whole Schools Initiative and Model Whole Schools.

Workshop Proposal: Format and Guidelines

To be used as a guide for completing the Teaching Artist Profile form

Contact Information

List name, phone contact, e-mail address, website, city and state

Title

List the title of the workshop. Titles are brief, descriptive, and spark curiosity. They include key words that highlight the workshop topic and the art form

Description

Provide a one paragraph summary of the workshop. The description has five ingredients: the approach, the topic, the art form, the rationale, and the results.

Approach

Describe how you will lead participants in exploring the topic.

Topic

Describe the workshop topic. Topics are drawn from the workshop leader's area of expertise in working with young people. It is essential that topics be limited in scope so that content can be treated in depth.

Art Form(s)

Identify the art form(s) from which the workshop will draw.

Rationale

Specify the rationale for the workshop. The rationale explains why the workshop will be beneficial to teachers in their work with students.

Results

Describe what teachers will know, be able to do, and appreciate by participating in the workshop. Results statements should read, "As a result of participating in this workshop, teachers will know...; teachers will be able to...; teachers will appreciate..."

Target Audience

Specify the target audience. Workshops are designed for teachers of specific grade levels and interests.

Logical Factors

List logical considerations for the workshop. They include the number of teachers who can be accommodated in the workshop, the time requirements, and the materials, equipment, and/or space requirements.

The Kennedy Center's Definition for Arts Integration

**Arts Integration is an
APPROACH TO TEACHING
in which students
construct and demonstrate
UNDERSTANDING
through an
ART FORM.**

**Students engage in a
CREATIVE PROCESS
which Connects
an art form and another subject area,
and meets
EVOLVING OBJECTIVES
in both.**





Whole Schools Lesson Plan Template

Lesson Title: _____

Content Area & Arts Discipline: (Non-Arts Subject & Arts Subject) _____

Overview of the lesson: (Short description) _____

Grade Level: _____

BIG IDEA & LEARNING OBJECTIVES

Students will be able to know and/or do...

Students will... _____

Students will... _____

Students will... _____

PROCEDURES

List the steps of the lesson by following the outline below:

The teacher/teaching artist will engage students ("the hook") by: _____

The teacher/teaching artist will build knowledge by: _____

The teacher/teaching artist will model the experience: _____

The teacher/teaching artist will guide the practice with the students by: _____

The students will apply understanding by: _____

The teacher/teaching artist will create opportunities for reflection by: _____

The teacher/teaching artist will assess the students' learning by: _____

STANDARDS & PRINCIPLES

Please list the competency from the following:

State Content Standards (i.e. CCSS, Mississippi Frameworks): _____

Arts Standards (i.e. MS Visual & Performing Arts Frameworks): _____

Principles of Universal Design for Learning (at least one from each of the three guiding principles): _____

ADDITIONAL INFORMATION

Proposed Time Frame: (Hours, Days, Weeks, etc.) _____

Date Lesson Created: _____

Lesson Author: (Teacher or Teaching Artist) _____

Room Requirements & Arrangement: (Location of chairs, classroom or gym, etc.) _____

Materials/Equipment: (Arts supplies, tech equipment, etc.) _____

Resources: (Additional books, website addresses, images, etc.) _____

Vocabulary: (Key words for both the non-arts and arts subjects) _____

APPENDIX

Extended Learning Activities: _____

TIPS/FAQs: _____

References: (i.e. Works cited, etc.) _____

Teaching Artist Evaluation Form

Please fill out a copy of this form for each teaching artist

School or Organization: _____

Lead Contact Person: _____

Teaching Artist Name: _____

Is the artist a member of MAC's Teaching Artist Roster? Yes No

Has your school hired this artist in previous years? Yes No

PLEASE RATE THE ARTIST IN THE FOLLOWING AREAS (circle one number per category):

Poor 1 2 3 4 Superior

COMMUNICATION PRIOR TO SESSION 1 2 3 4

The artist displayed professionalism prior to their work in the school, including promptly answering phone calls or emails, sending adequate materials, and providing a clearly written contractual agreement.

Comments: _____

PREPARATION 1 2 3 4

The artist was punctual, came prepared with all necessary items and was ready to begin work at the start of their allotted timeslot.

Comments: _____

ARTISTIC QUALITY & KNOWLEDGE 1 2 3 4

The artist displayed high artistic quality and mastery of the material they presented.

Comments: _____

COMMUNICATION WITH STUDENTS 1 2 3 4

The artist was able to communicate effectively with students.

Comments: _____

COMMUNICATION WITH TEACHERS 1 2 3 4

The artist communicated effectively with teachers and administrators.

Comments: _____

CONNECTING TO CURRICULUM 1 2 3 4

The artist connected their lesson to specific elements of the curriculum.

Comments: _____

TEACHING STRATEGIES 1 2 3 4

The artist used a variety of teaching strategies

Comments: _____

TIME MANAGEMENT & CONTROL OF CLASSROOM 1 2 3 4

The artist effectively managed their time and utilized appropriate strategies for dealing with poor behavior by students.

Comments: _____

WAS THE TEACHING ARTIST'S WORK IN YOUR SCHOOL BENEFICIAL FOR YOUR STUDENTS OR FACULTY? YES NO

If no, please explain: _____

WOULD YOU RECOMMEND THIS ARTIST TO ANOTHER SCHOOL? YES NO

Arts Elements, Principles of Organization, Forms, and Styles

Elements of Dance

- Body
- Energy/Force
- Space
- Time

Principles of Dance

- Sequence/Pattern
- Repetition
- Contrast
- Balance
- Unity
- Variety
- Movements
- Emotion
- Timing
- Solo/Couple/Group

Dance Forms

- Narrative
- Theme and variation
- Call and response
- Creative Expression
- Improvisation
- Imitative

Dance Styles/Genre

- Ballet
- Tap
- Jazz
- Modern
- Ballroom
- Flamenco
- Folk
- Hip-Hop
- Country/Western
- Line Dancing
- Belly
- Latin
- Swing

Elements of Music

- Rhythm (Beat, Meter, Duration)
- Pitch (Melody)
- Harmony
- Expression (Dynamics, Style, Tempo, Phrasing)
- Form
- Texture
- Timbre/Tone Color

Principles of Music

- Repetition
- Contrast
- Balance
- Pattern
- Unity
- Variety
- Mood
- Consonance
- Dissonance
- Tension/Release

Music Forms

- Verse/refrain
- Call and response
- Theme and Variations
- Canon
- Two/three part (AB, ABA)
- Rondo
- Sonata

Music Styles/Genre

- Classical
- Popular
- Opera
- Instrumental/choral
- Jazz
- Blues
- Rock
- Electronic
- Alternative
- Children's Music
- Country
- Dance
- Hip-Hop/Rap
- Holiday
- Inspirational
- R&B/Soul
- World

Elements of Theatre

- Plot
- Character
- Theme
- Dialogue
- Music
- Spectacle

Principles of Theatre

- Script
- Setting
- Design
- Mood
- Conflict
- Resolution
- Tension/release
- Monologue
- Scene
- Act
- Protagonist/Antagonist

Theatre Forms

- Plays/Scripted scenes
- Creative Drama
- Improvisation
- Pantomime/Mime
- Readers' theatre
- Storytelling
- Puppet/Marionette
- Shadow play
- Tableau

Theatre Styles/Genre

- Comedy/Farce
- Drama/Tragedy
- Romantic Comedy
- Commedia dell'arte
- Fantasy
- Docu-drama/Historical
- Melodrama
- Musical theatre
- Expressionism
- Opera
- Physical
- Theatre of the Absurd

Elements of Visual Art

- Line
- Shape
- Form/mass
- Color
- Value
- Texture
- Space

Principles of Visual Arts

- Repetition
- Contrast
- Pattern
- Balance
- Emphasis
- Movement
- Rhythm
- Variety
- Unity/harmony

Visual Art Forms

- 2-dimensional: drawing and painting
- 3 dimensional: sculpture, crafts
- Ceramic/glass
- Print-making
- Photography
- Electronic media

Visual Art Styles/Genre

- Portrait
- Landscape
- Still Life
- Abstract
- Illustration
- Folk Art
- Pop Art
- Collage
- Pointillism

Universal Design for Learning Guidelines

