

CORE CURRICULUM COMPONENT APPLICATION
Sam Houston State University

Revised August, 2012

PART I – Course Information

Course Type

☐ Existing/Restructured

☒ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☒ No

Course Prefix & Number: FAMC 2301

Texas Common Course Number ([TCCN Matrix](#)): NA

Course Title: Creative Arts Seminar

Course Catalog Description (Copy and paste from [online catalog](#) for existing courses):

An investigation into the theories, meanings, purposes and practical experiences of the fine arts: dance, music, the visual arts, and theatre. It will include attendance at dance and music concerts, theatre productions, and art exhibits. This course will be team taught by professors from each of the four disciplines named. This course will satisfy Core Curriculum Area 5. Credit 3

Course Prerequisites: None

Available Online?

☐ Yes, currently developed in online delivery mode

☐ Anticipated development in online delivery mode (Semester, Year:)

☒ No

Number of Sections to be Offered per Academic Year: 8

Estimated Enrollment per Section: 24

Course Level (freshman, sophomore): Sophomore

Designated Contact Person (for follow-up communication purposes):

E-Mail Address: Dana Nicolay - nicolay@shsu.edu

Phone: 4-1310

Approvals

Department Chair:

Signature

Date

Academic Dean:

Signature

Date

PART II – THECB Foundational Component Areas

See [Appendix](#) for full description of each component area.

Select Component Area: V. Creative Arts

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:

Students will learn to appreciate, analyze, synthesize and interpret creative artifacts and works of the human imagination through personal involvement in the art forms by way of study, observation, discussion and participation. They will study the history and aesthetic theories of the creative arts, learn to make comparisons of works from diverse cultural origins, critique and analyze (in both written and oral formats) works from various artistic disciplines, personally attend live performances and exhibitions, and participate in the creative process through generation of their own artistic works, both individually and in teams.

By applying their knowledge of history and aesthetic theory to the critique of performances and exhibitions they will gain skills in both critical thinking and communication. By participating in the creative process of live performance they will learn important aspects of teamwork and social responsibility.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: To give students a basic appreciation and understanding of the processes surrounding the creation and interpretation of contemporary visual art and the role of art exhibition in the community and global cultures.

Student Learning Outcomes:

At the conclusion of this segment students will be able to:

- recognize, and identify the formal components of a work of visual art and understand the principles used to compose these elements in two-dimensional and three-dimensional works
- interpret the meaning of a work of art through an analysis of the work's formal elements, its context, and its references
- describe the purpose and function of art museums and exhibition spaces in local and global communities

How will the objective be addressed (including strategies and techniques)?

Students will:

- critically examine and discuss images of paintings, drawings, sculptures and other forms of contemporary art with an emphasis on works that have challenged the definition of "Art"
- learn the formal elements of two-dimensional visual art and practice these elements by drawing in a sketchbook
- discuss the meaning and purpose of art and its function in society
- create a two-dimensional composition that conveys a narrative
- visit an exhibition of contemporary art
- write an analysis of a work of art by describing the formal components, and by interpreting the artwork within the cultural context in which it was created
- work in groups of 4-5 to research and present a brief report addressing the cultural and artistic mission of a specific international, national, regional or local visual art venue. Each category will be represented. Each group will create 5 test questions for the class on the scope and purpose of the arts organization

Describe how the objective will be assessed:

The following assignments will be graded by the teacher of record for the Art segment using rubrics designed to clearly delineate the criteria the assignment is to address.

- a sketchbook with at least 20 drawings that demonstrate line, value, space, shape and volume (10%)
- a two-dimensional composition that conveys a narrative through the use of the formal elements (40%)
- a written analysis of a work of art (40%)
- a group presentation about an art museum or arts organization (10%)

Objective/SLO 2:

To give students an appreciation and understanding of dance as an art form by:

- establishing an understanding of the various means by which dance carries meaning; whether by narrative, emotionally expressive, or formalistic values
- familiarizing the student with the physical challenges and possibilities of the human body as a medium of artistic expression
- using this information to analyze, evaluate and develop dances
- developing the ability to speak and write with clarity in the language of the discipline about the creative process in dance
- analyzing and evaluating choreographic works and dance performances for qualities such as meaning-making, expressiveness, form, execution, and refinement

Student Learning Outcomes -

At the conclusion of this segment students will be able to:

- speak and write with clarity in the language of the discipline about the creative process in dance
- appreciate the capabilities of the human body as a medium of artistic expression
- understand the various means by which dance carries meaning; whether by narrative, emotionally expressive, or formalistic values
- analyze and evaluate choreographic works and dance performance for qualities such as meaning-making, expressiveness, form, execution, and refinement

How will the objective be addressed (including strategies and techniques)?

Students will learn the basic perspectives of three theories of Art as applied to Dance - Art as Imitation, Art as Expression and Art as Form. These theories will be introduced by way of lecture with video examples and discussion.

They will then learn a series of simple folk and novelty dances, trust exercises, and improvisational techniques to gain an appreciation for the fundamental motor skills and body awareness at the heart of dance as an art form.

Through personal exploration, they will be introduced to the dynamic, expressive qualities of movement as they are described in Laban Movement Analysis.

Simple compositional techniques such as gesture, posture, phrase, and simple ternary form will be introduced as tools with which to create a dance.

Students will use this awareness of the elements of dance to write a critique of a dance performance which they will attend during the semester.

In teams of 5-6, students will cooperatively create a short work of choreography.

Describe how the objective will be assessed:

The creative project will be assessed by the instructor of record for the Dance segment and the other faculty team members teaching the course. The non-dance faculty members will be given a rubric developed by the instructor of the dance segment, defining the qualities and characteristics around which the work has been constructed, and be asked to grade the projects

Objective 2 (continued)

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on a 0-100 scale in several categories. Grades for each group will be calculated using the composite average of all faculty members' assessments. Students will also assess their peers within each group for commitment and overall contribution to the project. The faculty panel grade for the entire group will be multiplied by the average percentage grade received from their peers to establish the individual grade for the project. The projects will be presented to students and faculty from all four sections of the course at mid-term and end of semester Creative Arts Mini-Festivals. (25%)

The instructor of record for the Dance segment will assess students' performance critiques (20%), participation in class both verbally (10%) and in movement (20%), and will administer a short quiz (25%) covering segment content.

Objective/SLO 3: To give students a basic appreciation and understanding of the creative process surrounding Western Art music and selected non-Western music cultures.

Student Learning Outcomes:

-At the conclusion of this segment students will be able to:

- discuss, in written or verbal format, historical, musical styles of traditional European Art Music and appreciate shared and unique aspects across world music cultures
- appreciate and understand on a deeper level, the process of musical creation as a work of the human experience and imagination
- communicate critically and innovatively in discussions (written, visual, and oral) about music, of both Western and non-Western creation
- aurally perceive different musical stylistic characteristics applicable to the appreciation and understanding of European Art Music and comparative cultures outside that tradition

How will the objective be addressed (including strategies and techniques)?

Students will

- be introduced to the various sub-fields of study within the discipline of music, learn terminology used in the field, and apply the use of this terminology and knowledge in written and oral assignments
- explore historical periods in music and study representative composers and genres from each, listening to musical examples, gaining appreciation for the field, and learning skills needed for analysis of musical style
- attend a concert sponsored by the SHSU School of Music and write a concert report about the music/performance
- study a comparative analysis between European-heritage music culture and representative non-Western music cultures from around the world
- in teams of 4 or 5, explore the music culture of a country previously unfamiliar to the group, and present findings in a short research paper and poster session, which they will present orally and visually to the class

Describe how the objective will be assessed: Using rubrics for assessment, the teacher of record for the Music segment will grade the following assignments:

- a written critique of a concert (20%)
- a research paper discussing the music culture of a non-Western country (40%)
- an oral presentation to the class that includes a visual poster session detailing findings from the research conducted for the research paper. (20%)
- a written examination on the last class day (20%)

Objective/SLO 4: To give students a basic appreciation and understanding of the creative process surrounding the Theatre.

Student Learning Outcomes:

Upon completion of this segment the student will:

- have a deeper understanding of the creative teamwork that is employed by theatre artists
- be able to critically examine pieces of live theatre and analyze the actor's characterization and the ways the designers add life to the script and the world of the play
- have experienced a live performance with themselves on stage in front of an audience
- have the ability to understand and explore the wide range of research that is needed by the various team members of a production
- have learned to critically discuss a theatrical piece

How will the objective be addressed (including strategies and techniques)?

Students will

- explore how the theatre artist breaks down a script from an historical and stylistic perspective
- be introduced to all of the major artistic team members. The ways they approach a given script will be discussed and explored through short design and performance exercises.
- attend a live performance of a theatrical piece produced by SHSU's Department of Theatre
- in teams of 2-5, explore the craft of the theatrical designer by creating a collage that will represent a moment or character from the semester's script, which will then be presented to the class, discussed and defended
- in groups of 2-5, choose a 3-5 minute scene from the semester's script, work as directors, performers, and set and costume designers to bring to life the written word

Describe how the objective will be assessed: The following assignments will be graded by the teacher of record for the Theatre segment using rubrics to assess the following:

- A written critique of a play (25%),
- Participation in the mounting of a scene including:
 - script analysis,
 - learning of lines,
 - set and costume design,
 - staging, and
 - physical performance of the scene (50%)
- Verbal presentation of a design collage created by a team of two or three members, which demonstrates or expresses a moment or character in a play (25%)

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Objective/SLO 5: To present Creative Arts Mini-Festivals of student creative projects at mid-term and at the end of the semester

Student Learning Outcomes

At the conclusion of these Mini-Festivals students will have had the personal experience of publicly presenting their scholarly and creative work.

How will the objective be addressed (including strategies and techniques)?

Creative Arts Mini-Festivals will be held at mid-term and at the end of the semester.

These will include:

- the two-dimensional narrative artworks.
- the choreographic projects,
- the visual posters generated during the music segment and
- showings of the theatre scenes and design projects,

Because all four sections of the course will be meeting at the same time, students from all four sections will participate in the Mini-festivals together.

Segments will be offered according to the following rotation -

Section	.01	.02	.03	.04
First 7 classes -	Art,	Dance,	Music,	Theatre
Second 7 classes -	Dance,	Music	Theatre	Art
Third 7 classes -	Music	Theatre	Art	Dance
Fourth 7 classes -	Theatre	Art	Dance	Music

Week 8

Mid-Term Creative Arts Mini-Festivals-

- Sections .01 and .02 show choreographic projects
- Sections .01 and .04 show art projects
- Sections .02 and .03 show music posters
- Sections .03 and .04 show acting scenes

Finals week Creative Arts Mini-Festivals

- Sections .01 and .02 show acting scenes
- Sections .01 and .04 show music posters
- Sections .02 and .03 show art project
- Sections .03 and .04 show choreographic projects

Describe how the objective will be assessed:

With the exception of the creative project in dance, this will be a presentation of projects previously assessed. No further assessment beyond attendance and participation will be taken. As referenced above, the creative projects for the dance segment will be assessed by the entire faculty of the course according to the rubric developed by the teacher of the dance segment.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. *Address ALL skill objectives associated with the selected Component Area. (See [Appendix](#))*

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?

The course in total addresses this required skill. The following delineates the ways in which the various segments address the skill.

(Art Segment)

- Students will visit an art exhibit and write an essay about a work of art that is on view. The paper will include an analysis of the formal components of the work including line, shape, color, form, texture and value, and describe how these elements are composed by the artist and how they are interpreted by the viewer. The essay will describe the content of the art work and how meaning is created by representation, the context of the work, cultural and historical references, iconographic traditions, verbal supplements supplied by the artist, and attitudinal gestures such as irony and parody. The essay will conclude with a critical assessment of the work by the student.
- Students will create a two-dimensional work that incorporates the formal elements of line, shape, space and volume, color, and texture. These elements will be used to create an image that describes a personal narrative based on the student's experience.

(Dance Segment)

- Students will create in teams, an original dance study that incorporates their own creative thinking, inquiry and analysis of the compositional and theoretical concepts addressed in the segment.
- Students will attend a dance performance and write an evaluative analysis based on their experience of the performance with regard to the meaning, emotional content, and form of the works presented. The critique will be informed by the students' own explorations of movement as a form of artistic expression.

(Music Segment)

- Students will research, organize, and write a research paper that puts into practice the analytical skills, (critical thinking and aural analysis) they acquire during the first two weeks of class. They will examine a non-Western musical culture (and musical examples from that culture) as they evaluate and synthesize information concerning the music culture they are learning about, analyzing their findings, while comparing world cultures to European music cultures explored in the course content.
- Students will develop skills necessary to identify different musical styles from the major time periods and be able to articulate their conclusions about stylistic analysis.
- Students will attend a concert and write about the music and their experience at the performance using skills of inquiry and evaluation.

Critical Thinking Skills (continued)

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(Theatre Segment)

Students will:

- research the historical period to which the chosen script is conceptually connected by looking at historical happenings, architecture, dress and fine art of the period
- using the historical research, in teams of 2-5, create a collage representing a moment or character in the play
- attend a performance of a play produced by SHSU's Department of Theatre and write an evaluative analysis based on their understanding of a specific performer or designer's function in clarifying the theme of the viewed production

Describe how the skill will be assessed:

(Art Segment)

Students will be graded on the essay and the creative project by the instructor using a rubric.

- A successful essay will clearly describe a work of visual art through an analysis of the formal components (line, shape, space and volume, texture, color and value) and the composition of these elements. It will describe representational aspects of the work and ways in which meaning is created by the viewer in interpreting the work. The successful essay will conclude with a critical assessment by the student based on the formal analysis and interpretation.
- A successful creative project will demonstrate the use of line, color, shape, space and volume, texture and value to express an idea.

(Dance Segment)

Students will be graded on the written dance analysis, the creative project and a quiz assessing student comprehension of the theoretical and practical knowledge addressed in the dance segment. The creative project will be assessed by the combined faculty using a rubric developed by the teacher of the dance segment.

(Music Segment)

Students will be graded by the instructor of record on three items that require them to think critically about the subject matter in this music segment.

- An exam with embedded questions directly measuring their critical thinking skills
- A research paper graded by using a rubric
- A concert report graded by using a rubric

(Theatre Segment)

The student will be:

- graded on the collage by the instructor of record using a rubric
- graded on the written analysis by the instructor of record using a rubric

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?

The course in total addresses this required skill. The following delineates the ways in which the various segments address the skill.

Students will:

(Art Segment)

- communicate in writing by composing an essay on a work of visual art
- communicate orally in class discussions and in presentations

Communication Skills (continued)

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- communicate visually by creating an image that expresses an idea, and by practicing the formal elements in a sketchbook

(Dance Segment)

- write an analysis of a dance performance based on a rubric developed from the content areas addressed in the dance segment (Written communication)
- participate in group discussion regarding the theories, concepts and methods introduced in the lecture, movement and creative process sessions (Oral communication)
- present a group choreographic project (Visual communication)

(Music segment)

- write a research paper with the aid of a rubric, and receive feedback from the instructor of record
- present oral reports in class and be given a grade, according to a rubric, by the instructor of record
- create a visual poster presentation, including required elements based on the use of a rubric
- write a short report detailing their experience at a concert, communicating their ideas of art and interpretation
- practice listening to music as communication and learn to interpret style and artistic expression of ideas through aural means

(Theatre segment)

Students will:

- write an analysis of a play produced by SHSU's Department of Theatre and write an evaluative analysis based on their understanding of a specific performer or designer's function in clarifying the theme of the viewed production (written communication)
- create an original collage expressing a moment or character in the semester's script (visual communication)

Describe how the skill will be assessed:

(Art segment):

The essay, class presentation, sketchbook, and 2D composition will be graded according to a rubric by the instructor of record.

(Dance segment):

- Students will be graded on their individual participation in group discussion (Oral communication)
- Student critiques of dance performances will be graded according to a rubric developed for this purpose (Written communication)
- Students will present an original dance to be graded by the combined arts seminar faculty by use of a rubric devised for this purpose (Visual communication)

(Music segment)

The research paper, poster presentation, and concert review will all be graded according to a rubric by the instructor of record.

Communications Skills Assessment (continued)

(Theatre segment)

Students will:

- be graded on the collage by the teacher of record for the Theatre segment using a rubric
- be graded on the written analysis by the teacher of record for the Theatre segment using a rubric

The above requirements will be directly assessed by the instructor of the appropriate segment using rubrics.

3. Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?

NA

Describe how the skill will be assessed: NA

4. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?

The course in total addresses this required skill. The following delineates the ways in which the various segments address the skill.

(Art Segment)

Students will work in groups of 4-5 to research the purpose and scope of an art museum, art center or non-profit organization. Each group will give a brief presentation to the class and prepare 5 test questions based on their presentation. At the conclusion of the presentation, the class will take an exam created from the questions from each group.

(Dance Segment)

Students will create an original dance study in teams of 5-6 working cooperatively to make creative decisions and to perform the work. They will indirectly assess one another for participation and contribution to the process.

(Music Segment)

Students will be grouped into teams of 4 or 5 and be responsible for creating a group project on a given topic. The teams will present their findings to the class as a whole, presenting as a team and working together to create a shared final product. Students will assess their own team's work as well as the work of the other teams.

(Theatre segment)

The students will

- in groups of 2-5 choose a 3-5 minute scene from the semester's script, work as directors, performers, and as set and costume designers to bring to life the written word

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Describe how the skill will be assessed:

(Art segment)

The group project will be directly assessed by the instructor using a rubric. The rubric will measure how well the group worked as a team. A successful team will utilize each member to research and present the report, and present a unified and cohesive presentation from the diverse information gathered by each team member.

(Dance segment)

Students will be evaluated by their peers on the team for participation and commitment to the process. Their group solution to the creative project assignment will be directly assessed by a panel of faculty members using a rubric developed by the dance instructor.

(Music Segment)

Students will be rated by their team as to how well they performed as a team member.

(Theatre segment)

Students will:

- directly assess their fellow team members as to their commitment to the project, their rehearsal commitment, the ideas that are presented, how well they compromise with the team and how they interact with one another during the process

The instructor of the segment will -

- directly assess the success of the scene using a rubric based on the unification of the elements the students have decided on and the clarity, unified look and the interpretation of the scene performed.
- observe teams in process and apply the attached rubric to directly assess the teamwork performance of the members of the group.

5. Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?

NA

Describe how the skill will be assessed: NA

6. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?

The course in total addresses this required skill. The following delineates the ways in which the various segments address the skill.

(Art Segment)

-Students will work in groups of 4-5 to research an art museum outside of the US, a major US art museum, a regional art center, or a local arts organization. Each category will be covered by one group. The groups will give presentations to the class that describe the purpose of the art museum or organization, the scope of its collection and/or exhibits, the ways in which the organization serves the public, the value of visiting the museum or organization, and opportunities to volunteer or become involved with the organization.

-Students will exhibit two-dimensional compositions that they have created during class in an exhibition of student work. The exhibition will be open to the public and students will be encouraged to invite their families and friends.

-Students will visit a local art exhibit and be introduced to opportunities to visit exhibitions in the region.

(Dance Segment)

Students will be taught to maintain their social responsibility to their team members by attending outside rehearsals and presentations.

(Music Segment)

Students will learn intercultural competence as they explore music cultures from the past, current music cultures from Africa, Asia, and India, and the additional selected culture for their research project. Students will understand the nature of their own culture, and therefore their social responsibility, in preservation of the global community of music and social culture. The instructor will discuss what a socially responsible approach to different cultures entails, and the students will be given a rubric in this process, explaining their learning objectives of this skill.

(Theatre Segment)

Students will be taught to maintain their social responsibility to their fellow students by being active members of a creative group.

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Describe how the skill will be assessed:

(Art Segment)

Group Report: The group report will be directly assessed by the instructor using a rubric. The rubric will measure how well the report conveys social responsibility and intercultural competence. A successful report will describe how an art museum or organization provides access to diverse cultures and opportunities for participation in cultural organizations.

Two-dimensional Compositions: The students will exhibit the compositions to the public in the Mini-Arts Fest. They will be assessed on whether or not they participated. Their compositions will fit together to form an image that was selected by the entire class. Lack of participation will be evident in missing parts of the image.

Visit to an art exhibition: The student will be assessed on whether or not they attended an art exhibition as evidenced by a written report on an artwork in the exhibition.

(Dance segment)

Social responsibility in the dance segment will be indirectly measured by the students' peer evaluations of one another's contribution to the group project.

(Music segment)

Students will write a research paper, graded with a rubric by the instructor of the segment, demonstrating intercultural competence and understanding of social responsibility. The professor will directly assess the students with a rubric designed specifically to measure this skill. (See attached rubric)

(Theatre segment)

The instructor of the segment will observe teams in the process of creating their dramatic scenes. Using a rubric developed for this purpose the instructor will assess the teamwork performance of each team member including evaluation of time and commitment as exemplified by the final outcome of the scene..

PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

Week 1	Art Segment Class 1 Defining "Art." Popular Art and High Culture. Genres of Art. Contemporary Art. Class 2 The Formal Elements. Line, Shape, Space and Volume, Value, Texture and Color.
Week 2	Class 3 Content. How meaning is created by a work of art. Gallery visit. Class 4 Creativity. Sketchbooks and Visual Project.
Week 3	Class 5 Museums and Local Arts Organizations. Class 6 Sketchbooks and Visual Projects.
Week 4	Class 7 Group Presentations Dance Segment: Class 1 - Lecture and Video examples of Dance as Imitation, Expression and Form. Students should be prepared to discuss the article "What is Dance?"
Week 5	Class 2 - Learn various simple dances, trust exercises, partnering and contact improvisation. Class 3 - Elements of Dance: Body, Effort, Shape and Space
Week 6	Class 4- Gesture, Phrase, Compositional Form, Content Class 5 - Group Project work session
Week 7	Class 6 - Choreographic exercises and showings; discussion and feedback ; Class 7 - Written Quiz
Week 8	Mid-term Arts Mini-Fest Mid-term Arts Mini-Fest
Week 9	Music Segment: Class 1 -Defining Music -Explanation and exploration of the various sub-fields of music and the terminology used in each. -Musicology vs. Ethnomusicology discussed

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	<p>-The Role of Melody throughout the musical time periods: monophony, polyphony, homophony, and heterophony</p> <p>-Discussion of the historical periods in music including exercises in listening critically to representative composers and genres from each, fostering appreciation for the field, and teaching skills needed for analysis of musical style.</p> <p>Class 2 - Topics discussed related to the Middle Ages include: chant, organum, 8 church modes, morality plays, Hildegard</p> <p>- Topics discussed related to the Renaissance include: aesthetic changes in approaching music as functional vs. music as art, secular vs. sacred music, Palestrina, Josquin</p> <p>- Topics discussed related to the Baroque include: basso continuo, opera, recitative, concerti, fugue, Monteverdi, Bach, Vivaldi, Handel</p>
Week 10	<p>Music Segment:</p> <p>Class 3 - Continued discussion of the historical periods in music including exercises in listening critically to representative composers and genres from each, fostering appreciation for the field, and teaching skills needed for analysis of musical style.</p> <p>Class 4 - Topics discussed related to the Classic period include: period structure, phrasing, string quartets, symphonies, Haydn, Mozart</p> <p>- Topics discussed related to the 19th Century include: "Sturm und Drang", Beethoven, musical manifestations of Romanticism, Berlioz, orchestration, Lieder, Schubert</p> <p>- Topics discussed related to the 20th Century include: Impressionism, Expressionism, Electronic Music, Minimalism, Debussy, Schoenberg, Varese, Cage, Paart</p>
Week 11	<p>Music Segment:</p> <p>Class 5 - World music comparative analysis between European-heritage music culture and representative non-Western music cultures from around the world including:</p> <p>- African examples from the Ewe People, Agbekor drumming, the Shona's mbira, and the polyphony of the Baaka people</p> <p>- Indian examples including discussion of the Raga and Rasa within the Melakarta system, Carnatic music, Ravi Shankar</p> <p>- Asian examples including the Indonesian Gamelan, Shadow Puppetry, Jingju (Beijing Opera)</p> <p>Class 6 -In teams of 4 or 5, students will work on their projects, exploring the music culture of a country previously unfamiliar to the group, and present findings in a short research paper and a poster presentation orally and visually presented for the class.</p>
Week 12	<p>Music Segment: (only 1 class this week)</p> <p>Class 7 - Exam; Poster Presentation; Research Paper due</p> <p>Theatre segment</p> <p>Class 1 Discussion of the different job roles found in a theatre, what each person does, and how they combine talents and work as a team.</p>
Week 13	<p>Class 2 Breaking down a script. - detailed discussion of the script chosen for the class</p> <p>Class 3 Designers approach using line, texture, mass and color. Searching for design inspiration. Use of computers and library explored. Break into design teams</p>
Week 14	<p>Class 4 Create collages and present to class.</p>

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	Class 5 Selected readings from script- the actor working using voice music, movement. Decide on groups to perform and what scenes will be read
Week 15	Class 6 Practice scenes Class 7 Presentation of projects of scenes worked last period. (EOS Mini-fest during scheduled final period - week 16)

2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☒ Yes ☐ No If yes, specify: Rubrics for assessing Teamwork,
Choreographic Project grading , Music Poster Presentation and Social Responsibility

Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/ Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

Foundational Component Areas	Skill Objectives					
	Critical Thinking	Communication	Empirical & Quantitative	Team Work	Social Responsibility	Personal Responsibility
Communication	✓	✓		✓		✓
Mathematics	✓	✓	✓			
Life and Physical Sciences	✓	✓	✓	✓		
Language, Philosophy & Culture	✓	✓			✓	✓
Creative Arts	✓	✓		✓	✓	
American History	✓	✓			✓	✓
Government/Political Science	✓	✓			✓	✓
Social and Behavioral Sciences	✓	✓	✓		✓	