SMALL STEPS, BIG RESULTS

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Shalia Young  syoung85@ebrschools.org  http://syoung85.weebly.com/
FEATURES:

- Strong Academic Program
- 9 weeks Sharing Sessions
- Sequential Arts Curriculum
  - Art
  - Creative writing
  - Dance
  - Drama
  - Music (General, Vocal, and Instrumental)
- National Board Certified teachers in Academics, Physical Education, Art and Music
- Professionally trained Arts Specialists
- Talented Services
  - Drama
  - Music
  - Visual Art
- 21st Century Technology
  - 1:1 Technology in Upper Grades
  - Interactive LED Touch boards
  - Chromebooks, iPads, & Laptops
  - Document Cameras, Television Station with Green Screen Technology
- Professional Stage Lighting and Sound
- Outdoor Amphitheater and Indoor Performance Space
- Major Fall and Spring Theatrical Productions
- Mini productions in lower grades
- School-wide Visual Arts Showcase
- Recitals/Performances in Harp & Keyboard
- Winter & Spring Concerts inclusive of all Performance Groups
- Performance and Art Groups
  - Band
  - Orchestra
  - Dance Troupe
  - Choir
  - Recorder and Percussion
  - Art Club
  - WBRC-TV
  - Noncompetitive movement challenge class
  - Talented 12 Drama Club
  - Rocket Club
  - Science Club
  - Art of the Written Word Club
  - Girls on the Run
  - Scrabble Club
  - MakerSpace
- Preschool Program
- Extended Day Program (7:00 a. - 5:30 p.)

Baton Rouge Center for Visual and Performing Arts
2040 South Acadian Thruway
Baton Rouge, LA 70808
Phone: 225-3-44-0084
Fax: 225-343-6227

The East Baton Rouge Parish School System and all of its activities (including Career and Technical Education Programs) does not discriminate on the basis of age, race, religion, national origin, disability or gender in its educational programs and activities (including employment and application for employment), and it is consistent from discriminating on the basis of gender by Title IX (34 CFR 106) and on the basis of disability by Section 504 (34 CFR 104). The Title IX Coordinator is Andrea Davis, Director of Risk Management (ADavis@eschools.org) - phone (225) 343-6227. The Section 504 Coordinator is Elizabeth Taylor Chapman, Director of Exceptional Student Services (ETaylor@eschools.org) - phone (225) 343-6220.
REQUIREMENTS:


- The program is designed for students who demonstrate an aptitude and interest in a curriculum immersed with the visual and performing arts.

DESCRIPTION:

Baton Rouge Center for Visual and Performing Arts is a K-5 visual and performing arts magnet. The students participate in a strong academic program enriched by a sequential arts curriculum in music, visual art, drama, dance, and creative writing. The arts disciplines collectively provide a vehicle for enhanced academic learning by making connections through the integration and reinforcement of academic concepts and skills. The students also participate in the arts disciplines through performance groups and clubs including a dance troupe, band, orchestra, choristers, recorder/percussion, visual art club, drama club, movement based performance group, Girls on the Run, and a TV studio, WBRC. All of these experiences allow each child to identify and hone his/her talents. BRCVPA students understand the importance of all aspects of the performance. The students participate in the entire process which includes script writing, lyric and musical arrangement, set design, costuming, makeup, as well as acting and running our state of the art lighting and sound board. BRCVPA builds the foundation for a lifelong love of learning and participation in the community in the arts.

We look forward to showing you the amazing educational experience BRCVPA has to offer!
<table>
<thead>
<tr>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize</td>
</tr>
<tr>
<td>Prepare</td>
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<tr>
<td>Execute</td>
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</tbody>
</table>
### Quarterly Action Meeting

**Grade 1**  
**October 22, 2014**  
**Mini Production— Friday, December 12 12:15**

- **ELA** - retelling, sequencing, describing characters, comparing and contrasting and stories, features, features of non informational texts, JGB

- **Math** - strategies for addition, subtraction, larger numbers – recognizing, comparing

- **Science** - Spiders, Human Body

- **Social Studies** - Past/Present, Culture, family tree

### Dance
- Sequencing movement phrases
- Grouping numbers for choreography
- Human body movement exploration

### Drama
- Mini production
- Sequencing
- Plot (beg, med, end)
- Statues

### Creative Writing
- Retelling
- Sequencing
- Prewriting strategies – tree map
- Uses details/descriptive words

### Art
- Intro clay
- why does clay change
- how to shape and form
- what is a kiln and firing
- create ceramic art

### Physical Education
- Identifying Large Bones in the Skeletal System
- “I see A spider”
- Force- push and pull Light vs strong
- Levels of Movement
- Creative Movement
- Shadowing
- Directional Vocabulary
- Sports timeline

### Music
- Contour and accents
- Louder/Softer
- Long and short sounds – rhythm
- High and Low sounds
## Focus Skill of the Week 9.26.16

<table>
<thead>
<tr>
<th>Answering questions in complete sentences using details</th>
<th>Answering questions in complete sentences using details</th>
<th>Answering questions in complete sentences using details: statement vs. question</th>
<th>Using evidence and thinking critically</th>
<th>Drawing Conclusions</th>
<th>Following Directions</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K</td>
<td>K</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>All about Me</td>
<td>Mapping, looking at blueprints, Google Earth, interpreting various maps</td>
<td>N/A</td>
<td>Environment: Land and water, Weather and climate, Earth Resources renewable/non renewable Collins: LA first communities (Native Americans in LA)</td>
<td>Regions-Where people live &amp; Boundaries and Borders</td>
<td>Voc.- region, desert, Boundary, landform</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Parts of the Body</td>
<td>Exploring Fall through Reading integration</td>
<td>Wrap up weather unit - water cycle; continue to observe and record weather observations</td>
<td>Continuing motion and position of matter- Lines that show motion</td>
<td>Water: Physical Changes of H2O, (States of Matter)</td>
<td>Thermometer measurements Voc.-Melt, boil, evaporate, condense, freeze, water cycle</td>
</tr>
<tr>
<td><strong>Language / Spelling</strong></td>
<td>Beginning Sounds</td>
<td>CKLA- spatial words, left, right, top bottom and middle -Using large motion gestures to blend sounds -Recognize and isolate initial sounds in classmates’ Names, R-recognize and trace their own names, -drawing wavy lines, spirals, loops, canes, and hooks on vertical surfaces</td>
<td>Short /a/ sound -(an &amp; -am words); Complete sentences; identifying questions and statements;</td>
<td>Four types of sentences and nouns</td>
<td>Wordly Wise: Flutter, border, average, spans, moist, timber, suitable, cocoa, nectar, process. Savant: The Trial of Cardigan Jones -Kinds of sentences -drawing conclusion</td>
<td>Wordly Wise unit 2 DOL- Writing- developing ideas</td>
</tr>
<tr>
<td>Reading</td>
<td>Letters of the Alphabet</td>
<td>Combination of fiction and informational text about fall.</td>
<td>Finding evidence in an informational text to prove reality or fantasy</td>
<td>Cause and effect Context clues</td>
<td>Finding evidence in text, Finding answers in text</td>
<td>Starting - Diary of a Spider Cruz- Reading Flat Stanley</td>
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<tr>
<td>Math</td>
<td>Numbers 1-10</td>
<td>Decomposing numbers to 5; Vocabulary: hidden partners Tues- writing numbers 4, 5, &amp; 6 and answering questions Vocabulary: scattered, vertical and horizontal, circle.</td>
<td>Building and breaking numbers up to five; showing same “equation” or combinations on 10-frames, # bonds, pictures, etc.</td>
<td>Adding and Subtraction fluency Cruz- estimating length and units Comparing lengths</td>
<td>Place Value: Ordering # Comparing # Know the difference.</td>
<td>Rounding Addition of large #s in multi-step word problems using bar model</td>
</tr>
</tbody>
</table>
Classroom Integration | Listen and Move | Leaf rubbings, Fall colors and changing | Water Cycle Boogie; acting out story problems | Additive/Subtractive clay technique-landforms | Lines that show motion | David Letterman: Will it sink or float? | Music from different regions | Brochures from Phineas | Rap about rounding numbers | Native American music in the classroom | Totem poles

|  |  |  |  |  |  |  |  |  |  |  |  

**Possible Integration Activities**

<table>
<thead>
<tr>
<th>Arts class Integration</th>
<th>Beginning sounds</th>
<th>“It’s Autumn” Song</th>
<th>Drama - acting out story problems</th>
<th>Direction Vocabulary</th>
<th>Reaction Time Graphs</th>
<th>Line/Bar Graphs</th>
<th>Opera</th>
<th>States of matter of clay</th>
</tr>
</thead>
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## ARTS FOCUS SKILL OF THE WEEK

<table>
<thead>
<tr>
<th></th>
<th>Pre-K</th>
<th>K</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>Lines/ Rainbow</td>
<td>Lines/ Rainbow</td>
<td>Organic Shapes - Matisse</td>
<td>Geometric Shapes; artist Paul Klee (pronounced clay) Oil Pastels and Watercolor Resist</td>
<td>Additive Sculpture</td>
<td>Opera</td>
<td>Radial Symmetry Clay Mandalas, Additive, subtractive, deformative (sculpture method)</td>
</tr>
<tr>
<td><strong>Cr. Writing</strong></td>
<td></td>
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<td></td>
<td>Research a character or object from my Father’s Dragon, write a narrative based on that character’s interaction with narrative (persona writing) and design/create vocab parade costume based on a discovered trait of object/character (ongoing until Vocab parade)</td>
<td></td>
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<tr>
<td><strong>Dance</strong></td>
<td>Follow Directions; Personal/General Space; Skipping</td>
<td>Follow Directions; Pathways, Patterns &amp; Direction; Skip &amp; Gallop</td>
<td>Explore Fall Weather through movement; Pathways, Patterns &amp; Direction; Skip &amp; Gallop</td>
<td>Explore Pathways, Patterns &amp; Direction through fall weather movement</td>
<td>Continue Conflict/Resolution dances; Record weather dances from previous week</td>
<td>Opera; Costumes</td>
<td>Tap Dancing Skills: Tap dance icons- Bill “Bojangles” Robinson and Gregory Hines</td>
</tr>
</tbody>
</table>
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Answering questions in complete sentences using details;

Statement vs. question

Using evidence and thinking critically

Drawing Conclusions

Following Directions

Characteristics

Pre-K

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Social Studies

Mapping, looking at blueprints, Google Earth, interpreting various maps

N/A

Map Skills, Landforms

Project w/playdough

Weather and Climate

Environment: Land and water, Weather and climate, Earth Resources renewable/no renewable

Collins: LA first communities (Native Americans in LA)

Regions - Where people live & Boundaries

Voc. - region, desert. Boundary, landform

Science

Exploring Fall through Reading integration

Wrap up weather unit - water cycle; continue to observe and record weather observation

Continuing motion and position of matter - Lines that show motion Starting energy and energy sources

Water: Physical Changes of H20. (States of Matter) Thermometer measurements

Voc. - Melt, boil, evaporate, condense, freeze, water cycle

Finishing measurement and comparing matter Motion and Forces

Voc. - speed, velocity, Force

Matter vocab: element, atom, nucleus, proton, neutron, electron, molecule

Language / Spelling

CKLA - spatial words, left, right, top and bottom - Using large motion gestures to

Short /a/ sound (-an & -am words); Complete sentences; identifying questions and statements; Four types of sentences and nouns

Long vowels

Wordly Wise: Flutter, border, average, spans, moist, timber, suitable, cocoon, nectar, process.

Wordly Wise unit 2

DOL - Writing - developing ideas

Native american essays: Focus on ideas Complete and simple subjects

Spelling: short vowels

Drama

Using imaginations to explore knowledge and memory of life experiences. Full-body expression, speaking with purpose (including saying name and speaking) Work together as a group in order to explore full body expression and cognitive coordination

Storytelling

Simple improv Saying yes to other’s ideas

Act out & explain scenario and reasoning

learning to work in a professional drama environment through introduction to short form improv.

Inst. Music

Twinkle -Twinkle and Smooth Bowing

Canon and Bear Mountain Polka

Opera rehearsals

Combined Band/Singers

Medalion Overture and Happy

Library

Storytime

Characters & setting

Characters & Setting

Where to find informational and fictional books

MackinVIA ebooks & AR

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Spelling: short vowels

Music

Rules; Following directions with shakers “play and stop”

What is Beat?

Beat is Steady Rhythm has short and long sounds. Following directions with drums, lummi sticks.

Grand Old Flag - Veteran’s Day Performance Continue Steady/not steady Ex. bouncing ball is a steady beat, sweeping is not

My Country ... - Veteran’s Day Performance Pipe cleaner rhythms

Create Global Greetings Rondo Perform for the group

Opera

Floor light construction

Characteristic s of Native American Music and Instruments

Phys. Ed

General/ Personal Space

Vocabulary: Signal

Continue Catching, Catching Stations


Continue Catching, tracking an object. Catching station

Continue reaction time and begin reaction time project

Continue ball handling skills and begin ball handling project

Motors Skills using apparatus

Create Global Greetings Rondo Perform for the group

Characteristics of Native American Music and Instruments
# BRCVPA

## Weekly Calendar for Sept. 26

<table>
<thead>
<tr>
<th>Monday 9/26</th>
<th>Tuesday 9/27</th>
<th>Wednesday 9/28</th>
<th>Thursday 9/29</th>
<th>Friday 9/30</th>
<th>Saturday 10/1</th>
<th>Sunday 10/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs Begin</td>
<td>Picture Day</td>
<td>#1 Fundraiser Begins</td>
<td></td>
<td>Manners of the Heart Spirit Day Free Dress Opportunity to buy ice cream for $2.00</td>
<td></td>
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</tr>
</tbody>
</table>

## BRCVPA Friday Arts Specialists/Grade Level Meeting Agenda

### Discussion Points:

- Club Lists
- Opera Presentation
- Mini Production
Chinese Animal Poetry

Directions:
2. Have fun reading the poetry and figuring out the animal.
3. Write your own mystery animal poetry.
4. Print for display if it is worthy

Writing Center

1. You will spend time creating a lapbook about ancient China.
2. Your first goal is to create the cover.
PUTTING IT ALL TOGETHER

Personal Narrative
Narrative Dance
5th grade – 2016

Students will choreograph and perform a movement sequence that demonstrates something positive about their personality.

• Select an adjective that best describes your personality, characteristics or individual qualities. **This adjective should be reflected in the movements you choose for your dance.**
• Select a choreographic form that we’ve discussed in class. **ABA or Rondo (ABACADA).**
• If using ABA, each letter should be at least one eight count, but not more than two.
• If using Rondo, each letter should be at least 4 counts, but not more than eight counts.
• Select a stage direction i.e. down stage, stage left, up stage, etc. Stage direction should be reflected in final product.
• The dance should clearly follow the choreographic form chosen.

Students will have time in class to choreograph their dance. They will rehearse and work with a partner to critique and improve their dances.

Dances will be performed from memory for the class beginning the week of September 28th.
It is in the best interest of each student to work on their dance at home.
### Adjective
- **5 - 4**: The dancer chose an adjective that reflects something positive about their personality. The movements chosen reflect this adjective throughout the piece of choreography.
- **3 - 2**: The dancer chose an adjective that reflects something positive about their personality. Some movements reflect this adjective during the choreography.
- **1**: The dancer chose an adjective, but it does not reflect positively on their personality or is not reflected in the choreography.
- **0**: The dancer did not choose an adjective.

### Choreographic Form
- **5 - 4**: The dancer chose a choreographic form and the movements adhere to the structure and timing throughout the dance.
- **3 - 2**: The dancer chose a choreographic form. The movements adhere to the structure, but the timing is off in some parts of the dance.
- **1**: The dancer chose a choreographic form, but the movements and timing do not adhere to the structure of the form chosen.
- **0**: No choreographic form was chosen or used in the making of the dance.

### Memorization and Performance
- **5 - 4**: The dancer performs the piece from memory, with focus and confidence, using proper skill technique.
- **3 - 2**: The dancer performs the piece from memory with focus and confidence. Some technical mistakes are made.
- **1**: The dancer did not perform the dance from memory. Several technical mistakes are made.
- **0**: The dance is not memorized. The performance quality is poor.
Dance Composition

1. Adjective

1. Choreographic Form

1. Stage Direction
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>9</td>
<td>Bounce and Catch</td>
<td>AB</td>
</tr>
<tr>
<td>CD</td>
<td>Toss Clap Catch</td>
<td>CD</td>
</tr>
<tr>
<td>EF</td>
<td>Dribble Right Hand</td>
<td>EF</td>
</tr>
<tr>
<td>GH</td>
<td>Dribble Left Hand</td>
<td>GH</td>
</tr>
<tr>
<td>IJ</td>
<td>Alternate Dribble</td>
<td>IJ</td>
</tr>
<tr>
<td>KL</td>
<td>Rotate hips</td>
<td>KL</td>
</tr>
<tr>
<td>MN</td>
<td>Rotate Knees</td>
<td>MN</td>
</tr>
<tr>
<td>OP</td>
<td>Figure 8</td>
<td>OP</td>
</tr>
<tr>
<td>QR</td>
<td>Toss 180 Catch</td>
<td>QR</td>
</tr>
<tr>
<td>ST</td>
<td>Toss 360 Catch</td>
<td>ST</td>
</tr>
<tr>
<td>UV</td>
<td>Toss and Catch</td>
<td>UV</td>
</tr>
<tr>
<td>WX</td>
<td>Bounce Hand Switch</td>
<td>WX</td>
</tr>
<tr>
<td>YZ</td>
<td>Hand Switch</td>
<td>YZ</td>
</tr>
</tbody>
</table>
Name Design

W – Hand Switch (2 x’s)

E – Dribble Right Hand (4x’s)

L – Rotate Hips (2x’s)

L- Toss 180 Catch (2x’s)

S – Toss 360 Catch (1 x)
<table>
<thead>
<tr>
<th>Letter</th>
<th>Shape Name</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>Horizontal Line</td>
</tr>
<tr>
<td>B</td>
<td>Vertical Line</td>
</tr>
<tr>
<td>C</td>
<td>Diagonal Line</td>
</tr>
<tr>
<td>D</td>
<td>Curved Line</td>
</tr>
<tr>
<td>E</td>
<td>Zig Zag Line</td>
</tr>
<tr>
<td>F</td>
<td>Square</td>
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<tr>
<td>G</td>
<td>Circle</td>
</tr>
<tr>
<td>H</td>
<td>Triangle</td>
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<tr>
<td>I</td>
<td>Rectangle</td>
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<tr>
<td>J</td>
<td>Oval</td>
</tr>
<tr>
<td>K</td>
<td>Rhombus</td>
</tr>
<tr>
<td>L</td>
<td>Octagon</td>
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<tr>
<td>M</td>
<td>Hexagon</td>
</tr>
<tr>
<td>N</td>
<td>Pentagon</td>
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<tr>
<td>O</td>
<td>Sphere</td>
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<tr>
<td>P</td>
<td>Cube</td>
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<tr>
<td>Q</td>
<td>Pyramid</td>
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<tr>
<td>R</td>
<td>Rectangular Prism</td>
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<tr>
<td>S</td>
<td>Cone</td>
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<tr>
<td>T</td>
<td>Trapezoid</td>
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<tr>
<td>U</td>
<td>Parallelogram</td>
</tr>
<tr>
<td>V</td>
<td>Cylinder</td>
</tr>
<tr>
<td>W</td>
<td>Right Triangle</td>
</tr>
<tr>
<td>X</td>
<td>Equilateral Triangle</td>
</tr>
<tr>
<td>Y</td>
<td>Isosceles Triangle</td>
</tr>
<tr>
<td>Z</td>
<td>Scalene Triangle</td>
</tr>
</tbody>
</table>
WORDLES

Create a word cloud that describes you!
classroom instruction learners ideas books teachers reading aspects topics sets pairs

child learning aspects topics sets pairs

children

instructions learners ideas books teachers reading aspects topics sets pairs

child learning aspects topics sets pairs

children

instructions learners ideas books teachers reading aspects topics sets pairs

child learning aspects topics sets pairs

children
**WORDLE POEM**

_Poem follows format of example_  
_____ 5 points

**Word choice is rich, colorful, and precise (hefty words).**  
5 points

**Words are decorative and legible.**  
5 points

_________ Total: 15 points =
Name Poem: tells the story of you. What is the history of your name, stories about your name, associations with your name, nicknames, and thoughts about your name?

Task:

• Use your Writing Folder
• Make a circle map that organizes thoughts about your name.
• Use the circle map to write a name poem about your name.
Shalia
By Shalia Young

Not a pretty name – don’t care…
Can’t be made into a nickname – don’t care…
Always mispronounced or misspelled – don’t care…
Unique

And strong

And loved

Unknowingly passed on this family of different

No mistaking the person that goes with my name or others in our family

At first misunderstood,
But then cared about,
Relied upon,
Adored,
Shalia
GEAUX TIME
<table>
<thead>
<tr>
<th>Sharing Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mini Productions</strong></td>
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<table>
<thead>
<tr>
<th>Fourth Grade Opera –</th>
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<table>
<thead>
<tr>
<th>5th Grade Production</th>
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</table>
LEGEND OF THE BLUEBONNET
An Old Tale of Texas

Retold and Illustrated by Tommie DePaola
Music by Lee Campbell-Towell