

SMALL STEPS, BIG RESULTS

Lori Wells MS, NBCT [lwells@ebrschools.org/](mailto:lwells@ebrschools.org) <http://brcvpape.weebly.com/>

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 entities (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 prohibited from discriminating on the basis of gender by Title IX (20 USC 165) and on the basis of disability by Section 504 (42 USC 794). The Title IX Coordinator is Andrew Davis, Director of Risk Management (ADavis@ebprschools.org) - phone (225) 929-8775. The Section 504 Coordinator is Elizabeth Taylor Chapman, Director of Exceptional Student Services (ETaylor@ebprschools.org) - phone (225) 929-8660.

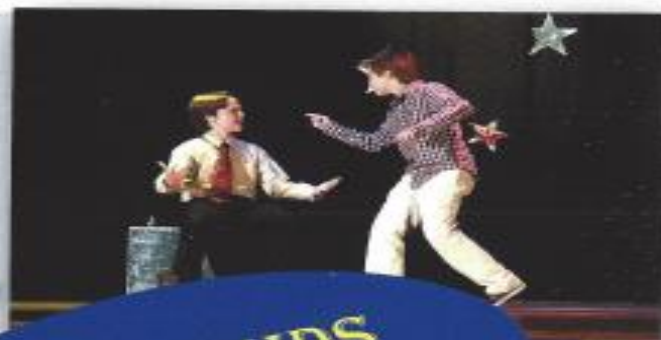
Baton Rouge Center for Visual and Performing Arts



EBR
Magnet
Programs

REQUIREMENTS:

- A signed contract upon admission. Any student who resides in the East Baton Rouge Parish School System may apply to attend Baton Rouge Center for Visual and Performing Arts.
- The program is designed for students who demonstrate an aptitude and interest in a curriculum immersed with the visual and performing arts.



WHERE KIDS
ARE STARS!

AWARDS:

Kennedy Center Alliance
for Arts Education
Creative Ticket School of
Excellence for Outstanding
Achievement in Arts Education

2012 Magnet School of Excellence

Two-time Magnet School of
Distinction Winner
Magnet Schools of America

Power of Technology Award
Achieve 3000

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!



THE. P.O.P.E

Plan

Organize

Prepare

Execute

QUATERLY ACTION MEETING

• 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

Focus Skill of the Week 9.26.16

	Answering questions in complete sentences using details	Answering questions in complete sentences using details	Answering questions in complete sentences using details; statement vs. question	Using evidence and thinking critically	Drawing Conclusions	Following Directions	Characteristics
	Pre-K	K	1	2	3	4	5
Social Studies	All about Me	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/non renewable Collins: LA first communities (Native Americans in LA)	Regions- Where people live & Boundaries and Borders Voc.- region, desert. Boundary, landform	n/a
Science	Parts of the Body	Exploring Fall through Reading integration	Wrap up weather unit - water cycle; continue to observe and record weather observations	Continuing motion and position of matter- Lines that show motion Starting energy and energy sources	Water: Physical Changes of H2O. (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	Beginning Sounds How to ask questions Complete sentences	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	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. Savant: The Trial of Cardigan Jones -Kinds of sentences -drawing conclusion	Wordly Wise unit 2 DOL- Writing- developing ideas	Native American essays: Focus on ideas Complete and simple subjects Spelling: short vowels

<p>Reading</p>	<p>Letters of the Alphabet</p>	<p>Combination of fiction and informational text about fall.</p>	<p>finding evidence in an informational text to prove reality or fantasy</p>	<p>Cause and effect Context clues Finding evidence in text, Finding answers in text Starting -Diary of a Spider Cruz-Reading Flat Stanley</p>	<p>Collins: My Father's Dragon Gangplank, queer, docks, knapsack, inconvenience, weep, inhabited, cellar, obliged.</p>	<p>-Figurative Language -Using details to prove answers -Starting research brochure for Phineas gets Slimed</p>	<p>Frindle Vocab: protagonist, antagonist Characterization</p>
<p>Math</p>	<p>Numbers 1-10</p>	<p>Decomposing numbers to 5; Vocabulary: hidden partners Tues- writing numbers 4, 5, & 6 and answering questions Vocabulary: scattered, vertical and horizontal, circle.</p>	<p>Building and breaking numbers up to five; showing same "equation" or combinations on 10-frames, # bonds, pictures, etc.</p>	<p>Adding and Subtraction fluency Cruz- estimating length and units Comparing lengths</p>	<p>Place Value: Ordering # Comparing # Know the difference.</p>	<p>Rounding Addition of large #s in multi-step word problems using bar model</p>	<p>Multiplying and dividing decimals Vocabulary: dividend, quotient, divisor, product</p>

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
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Possible Integration Activities

Arts class Integration	Beginning sounds Content vocabulary	"It's Autumn" Song	Drama - acting out story problems	Direction Vocabulary Climate-Oriented Activities	Reaction Time Graphs Line/Bar Graphs	Opera	States of matter of clay
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ARTS FOCUS SKILL OF THE WEEK

	Pre-K	K	1	2	3	4	5
Art	Lines/ Rainbow	Lines/ Rainbow	Organic Shapes - Matisse	Geometric Shapes; artist Paul Klee (pronounced clay) Oil Pastels and Watercolor Resist	Additive Sculpture	Opera Set design	Radial Symmetry Clay Mandalas, Additive, subtractive, deformative (sculpture method
Cr. Writing					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)		
Dance	Follow Directions; Personal/General Space; Skipping	Follow Directions; Pathways, Patterns & Direction; Skip & Gallop	Explore Fall Weather through movement; Pathways, Patterns & Direction; Skip & Gallop	Explore Pathways, Patterns & Direction through fall weather movement	Continue Conflict/Resolution dances; Record weather dances from previous week	Opera; Costumes	Tap Dancing Skills; Tap dance icons- Bill "Bojangles" Robinson and Gregory Hines

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	MackinVIA ebooks & AR	MackinVIA ebooks & AR

<p>Music</p>	<p>Rules; Following directions with shakers “play and stop” What is Beat?</p>	<p>Beat is Steady Rhythm has short and long sounds. Following directions with drums, lummi sticks.</p>	<p>Grand Old Flag - Veteran’s Day Performance Continue Steady/not steady Ex. bouncing ball is a steady beat, sweeping is not</p>	<p>My Country ... -Veteran’s Day Performance Pipe cleaner rhythms</p>	<p>Create Global Greetings Rondo Perform for the group</p>	<p>Opera Floor light construction</p>	<p>Characteristics of Native American Music and Instruments</p>
<p>Phys. Ed</p>	<p>General/ Personal Space Vocabulary: Signal</p>	<p>Continue Catching, Catching Stations</p>	<p>Jump vs. Hop Out in the Garden Gross Motor Skills using apparatus Jump vs. Hop Out in the Garden Gross</p>	<p>Continue Catching, tracking an object. Catching station</p>	<p>Continue reaction time and begin reaction time project</p>	<p>Opera Character design</p>	<p>Continue ball handling skills and begin ball handling project Motor Skills using apparatus</p>

**BRCVPA
Weekly Calendar for Sept. 26**

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

BRCVPA Friday Arts Specialists/Grade Level Meeting Agenda

Discussion Points:

Club Lists

Opera Presentation

Mini Production

CHINA

Chinese Animal Poetry

Directions:

1. Use your chromebook. Go to <http://www.oneworldclassrooms.org/travel/china/asiananimals/index.html>
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.

Scoring Rubric

	5 - 4	3 - 2	1	0
Adjective	The dancer chose an adjective that reflects something positive about their personality. The movements chosen reflect this adjective throughout the piece of choreography.	The dancer chose an adjective that reflects something positive about their personality. Some movements reflect this adjective during the choreography.	The dancer chose an adjective, but it does not reflect positively on their personality or is not reflected in the choreography.	The dancer did not choose an adjective.
Choreographic Form	The dancer chose a choreographic form and the movements adhere to the structure and timing throughout the dance.	The dancer chose a choreographic form. The movements adhere to the structure, but the timing is off in some parts of the dance.	The dancer chose a choreographic form, but the movements and timing do not adhere to the structure of the form chosen	No choreographic form was chosen or used in the making of the dance
Memorization and Performance	The dancer performs the piece from memory, with focus and confidence, using proper skill technique	The dancer performs the piece from memory with focus and confidence. Some technical mistakes are made	The dancer did not perform the dance from memory. Several technical mistakes are made	The dance is not memorized. The performance quality is poor.

TOTAL POINTS POSSIBLE - 15

Dance Composition

1. Adjective

1. Choreographic Form

1. Stage Direction

Name Design

9	Bounce and Catch	AB
CD	Toss Clap Catch	CD
EF	Dribble Right Hand	EF
GH	Dribble Left Hand	GH
IJ	Alternate Dribble	IJ
KL	Rotate hips	KL
MN	Rotate Knees	MN
OP	Figure 8	OP
QR	Toss 180 Catch	QR
ST	Toss 360 Catch	ST
UV	Toss and Catch	UV
WX	Bounce Hand Switch	WX
YZ	Hand Switch	YZ

Name Design

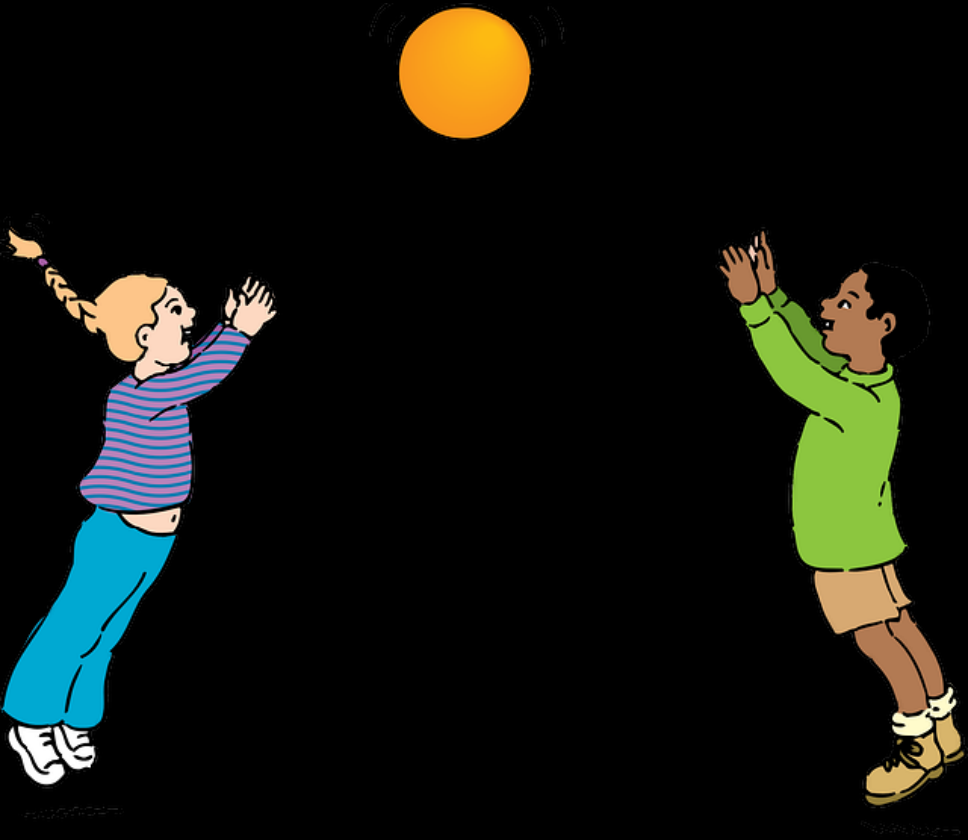
W – Hand Switch (2 x's)

E – Dribble Right Hand (4x's)

L – Rotate Hips (2x's)

L- Toss 180 Catch (2x's)

S – Toss 360 Catch (1 x)



VISUAL ART NAME DESIGN

A- Horizontal Line

B- Vertical Line

C- Diagonal Line

D- Curved Line

E- Zig Zag Line

F- Square

G- Circle

H- Triangle

I- Rectangle

J- Oval

K- Rhombus

L- Octagon

M- Hexagon

N- Pentagon

O- Sphere

P- Cube

Q- Pyramid

R- Rectangular Prism

S- Cone

T- Trapezoid

U- Parallelogram

V- Cylinder

W- Right Triangle

X- Equilateral Triangle

Y- Isosceles Triangle

Z- Scalene Triangle



WORDLES

Create a word cloud that describes you!

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 =

Poetry Center

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

GANIME

SMALL STEPS . BIG RESULTS

Sharing Sessions

Mini Productions K through 3
Literature- Based

Fourth Grade Opera –

<https://www.metguild.org/index.aspx/index.aspx>

<http://redstickrising.weebly.com/>

5th Grade Production

<http://brcvpaseussical.weebly.com/>



LEGEND OF THE BLUEBONNET

An Old Tale of Texas

Retold and Illustrated by Tommie DePaola

Music by Lee Campbell-Towell