



STATE AND DISTRICT SUPPORT LINKS

[Arizona Department of Education](#)
[ADE Arts Education](#)
[Arizona State Arts Standards](#)
[Arizona State Seal of Arts Proficiency](#)
[Peoria Unified School District](#)
[Arts Education Overview](#)
[Arts & Cultural Festival](#)
[School Year Calendar](#)
[ParentVue](#)

PEORIA UNIFIED ARTS EDUCATION MISSION

The mission of the Peoria Unified Arts Education Department is to promote artistic literacy, personal expression, innovation and critical thinking. By providing all Peoria Unified students the opportunity to experience and engage in the Arts, we support the academic, creative, collaborative and emotional needs of our students, equipping them to become critical thinkers and to shape the future of an ever-changing world.

Welcome to Peoria Unified Arts Education

The Arizona Academic Standards in the Arts are structured around four Artistic Processes: Creating, Performing/Presenting/Producing, Responding and Connecting. These Artistic Processes are designed to answer the question, "What do artists do?", and are consistent across all Arts Disciplines: Visual Art, Music, Dance and Theatre.



CREATING



**PERFORMING/
PRESENTING/
PRODUCING**



RESPONDING



CONNECTING

Performing and Visual Artists **create** by...

- generating and conceptualizing artistic ideas and work
- organizing and developing artist ideas and work
- refining and completing artistic work

Performing and Visual Artists **perform/present/produce** by...

- analyzing, interpreting and selecting artistic work for presentation
- developing and refining work for presentation
- conveying meaning through the presentation of artistic work

Performing and Visual Artists **respond** by...

- perceiving and analyzing artistic work
- interpreting intent and meaning in artistic work
- applying criteria to evaluate artistic work

Performing and Visual Artists **connect** by...

- synthesizing and relating knowledge and personal experiences to create
- relating artistic ideas and works with societal, cultural and historical context to deepen understanding

PEORIA UNIFIED ARTS EDUCATION HIGH SCHOOL ARTS PROGRAMMING

The Peoria Unified Arts Education Department offers courses addressing the three levels of proficiency in the Arizona State Arts Standards.

PROFICIENT

- Visual Art
- Advertising Art
- Ceramics
- Photography
- Band (Marching, Jazz & Concert)
- Mixed Choir
- Dance
- Digital Music
- Guitar
- Keyboard
- Music Theory
- Production Design
- Theatre Arts
- Unified Arts

ACCOMPLISHED

- Visual Art
- Ceramics
- Photography
- Band (Marching, Jazz & Concert)
- Concert Choir
- Advanced Dance
- Production Design
- Theatre Arts

ADVANCED

- Visual Art*
- Ceramics*
- Photography*
- Band (Marching, Jazz & Concert)
- Choir Ensemble
- Performance Dance
- Theatre Showcase

*Advanced Placement Available

THE ARTS PREPARE GRADUATES WITH:

Collaboration & Leadership

Allocating resources, Evaluating, Decision-making, Team building, Delegating, Goal setting, Conflict Resolution

Critical Thinking & Problem Solving

Comparing and contrasting, Analyzing, Tracking cause and effect, Solving multi-step problems, Evaluating

Communication

Speaking, Writing, Listening actively, Analyzing the situation, Evaluating messages

Creativity & Innovation

Create, Imagine, Improvise, Innovate, Address a Problem from Multiple View points with Multiple Solutions, Entertain

ARTS BY THE NUMBERS

7 disciplines of study on high school campuses

22 visual arts course offerings

28 performing arts course offerings

54 educators highly qualified in their artistic discipline

11070 student enrollments in high school arts education courses

Source: Arizona Commission on the Arts | Arts Education Data Explorer, December 2021



Arizona State Seal of Arts Proficiency

Peoria Unified has been granted the privilege to award qualifying graduates with the Arizona State Seal of Arts Proficiency upon receipt of their diploma. This award celebrates students who demonstrate high levels of proficiency in the Arts Education Standards.

Requirements are as follows:

- Final GPA of 3.0 or higher in each qualifying Arts course
- 4 minimum credit requirements in an artistic discipline
- 80 hours of arts related extracurricular activities
- A student capstone project

More details are available through the Peoria Unified Arts Education Department, or by contacting your Peoria Unified Arts Educator.

ADOPTED CURRICULUM

Arizona State Academic Standards

CURRICULAR RESOURCES

Photoshop
Mixcraft
Make Music
Sight Reading Factory



Source: Arizona Department of Education | Academic Standards by Subject



K-8 ARTS PROGRAMMING

All elementary students in Peoria Unified receive an Arts Education from Kindergarten through 8th Grade. In Kindergarten through 4th grades, all students receive a minimum of one day of art and one day of music per 6-day rotation. 5th and 6th graders have the opportunity to select band or choir (and strings where available), in addition to their visual art class. In Junior High (7th and 8th grades), a more focused approach to Arts Education emerges, as students choose to take part in Advanced Art, Advanced Choir and Advanced Band/Strings.

K-8 Arts Curriculum Overview

Kindergarten

VISUAL ART

Identify art in the world around them. Identify the following elements of art in artwork and in life, and create artwork using the following elements of art

- Color Schemes: Primary (red, yellow, blue) and secondary (orange, green, violet)
- Line: Wavy, zig-zag, broken, thin, thick, horizontal, vertical, diagonal
- Shape: Geometric (diamond, rectangle, circle, triangle, star, oval, square)

MUSIC

Identify and apply to performance the following:

- Voices: singing, talking, shouting, whisper
- Musical symbols and vocabulary: steady beat, echo, opposite
- Dynamics: loud and quiet
- Meter/Movement: Move to the steady beat
- Aural recognition: high/low
- Aural perception: same/different, high/low, fast/slow, long/short
- Instrument families: body percussion (pat, clap, snap, stamp)



1st Grade

VISUAL ART

Identify art in the world around them. Identify the following elements of art in artwork and in life, and create artwork using the following elements of art:

- Color Schemes: Primary and secondary, Warm and Cool.
- Adding and mixing colors.
- Line: Wavy, zig-zag, broken, thin, thick, horizontal, vertical, diagonal
- Shape: Geometric (diamond, rectangle, circle, triangle, star, oval, square) and Organic shapes
- Patterns: Recognize types of patterns and create patterns in my artwork

MUSIC (1ST GRADE CONT.)

Identify and apply to performance the following:

- Rhythmic durations: quarter rest, quarter note, and paired eighth notes
- Musical symbols and vocabulary: treble clef and repeat sign
- Dynamics: loud and quiet
- Meter/Movement: march/sway, sets of 2, 3 and 4
- Aural perception: beat vs. rhythm vs. no beat
- Instrument families: percussion
- Solfège: So mi la

2nd Grade

VISUAL ART

Identify art in the world around them.

Identify the following elements of art in artwork and in life, and create artwork using the following elements of art:

- Color Schemes: Primary (red, yellow, blue) and Secondary (orange, green, violet), Warm (red, yellow, orange) and Cool (blue, green, violet). Adding and mixing colors.
- Line: Wavy, zig-zag, broken, thin, thick, horizontal, vertical, diagonal
- Shape: Geometric (diamond, rectangle, circle, triangle, star, oval, square) and Organic shapes
- Patterns: Recognize types of patterns and create patterns in my artwork

MUSIC

Identify and apply to performance the following:

- Rhythmic durations: half note, half rest, quarter note, eighth note pair.
- Musical symbols and vocabulary: treble clef, staff, note head, stem, beam, etc
- Dynamics: loud and quiet
- Meter/Movement: waltz and march
- Form: AB and ABA
- Aural perception: solo, group, steady beat vs. rhythm, female voice, male voice
- Melodic direction: moves up, moves down, stays the same
- Instrument families: recognition of each family's tone quality, bass, alto, soprano
- Solfège: So mi la

3rd Grade

VISUAL ART

Identify art in the world around them.

Identify the following elements of art in artwork and in life, and create artwork using the following elements of art:

- Color Schemes: Primary (red, yellow, blue) and secondary (orange, green, violet), Warm (red, yellow, orange) and Cool (blue, green, violet)
- Tint: If I add white to a color, it will become lighter.
- Shade: If I add black to a color, it will become darker.
- Shape: 3D forms (sphere, cube, cylinder, pyramid, cone)
- Space: Positive space and negative space
- Balance: Symmetric, asymmetric, radial



MUSIC

Identify and apply to performance:

- Pitches on the staff by location & note name
- Rhythmic durations: whole note, dotted half note, half note, quarter note, eighth note pair and corresponding rests
- Musical symbols: treble clef, measure, double bar line, repeat sign, triple and duple meter, piano, forte
- Visual intervals: repeat, step and skip
- Form: AB and AB
- Aural perception: unison, harmony, major, minor
- Melodic direction: moves up, moves down, stays the same
- Instrument families: woodwind, brass, percussion, strings
- Solfège: Do, Re, Mi, Fa, So (pentatonic)



ADOPTED CURRICULUM

Arizona State Academic Standards

CURRICULAR RESOURCES

Soundtrap
MakeMusic
MusicPlay Online
Essential Elements Music Class

ELEMENTARY VISUAL ARTS

K-6 **students** receive visual art instruction throughout the year

7-8 **elective course** offering for junior high students

32 **educators** highly qualified in their artistic discipline

23134 **student enrollments** in elementary visual art courses

Source: Arizona Commission on the Arts | Arts Education Data Explorer, December 2021

4th Grade

VISUAL ART

Identify art in the world around them.

Identify the following elements of art in artwork and in life, and create artwork using the following elements of art:

- Color Schemes: Primary (red, yellow, blue) and secondary (orange, green, violet), Warm (red, yellow, orange) and Cool (blue, green, violet)
- Tint: If I add white to a color, it will become lighter.
- Shade: If I add black to a color, it will become darker.
- Shape: 3D forms (sphere, cube, cylinder, pyramid, cone)
- Space: Positive space and negative space
- Balance: Symmetric, asymmetric, radial

MUSIC

Identify and apply to performance:

- Pitches on the staff by location & note name
- Rhythmic durations: whole note, dotted half note, half note, quarter note, eighth note pair and corresponding rests
- Musical symbols: treble clef, measure, double bar line, repeat sign, triple and duple meter, piano, forte
- Visual intervals: repeat, step and skip
- Form: AB and AB
- Aural perception: unison, harmony, major, minor
- Melodic direction: moves up, moves down, stays the same
- Instrument families: woodwind, brass, percussion, strings
- Solfège: Do, Re, Mi, Fa, So

5th Grade

VISUAL ART

Explore the impact of art in the world around them.

Identify the following elements of art in artwork and in life, and create artwork using the following elements of art and principals of design:

- Color Schemes: Primary, secondary, tertiary, neutral, analogous, complementary, warm, cool, tints and shades.
- Value: The lightness or darkness of a color or object.
- Space: size, placement, overlapping, proportion
- Balance: Symmetric, asymmetric, radial

CHORAL MUSIC

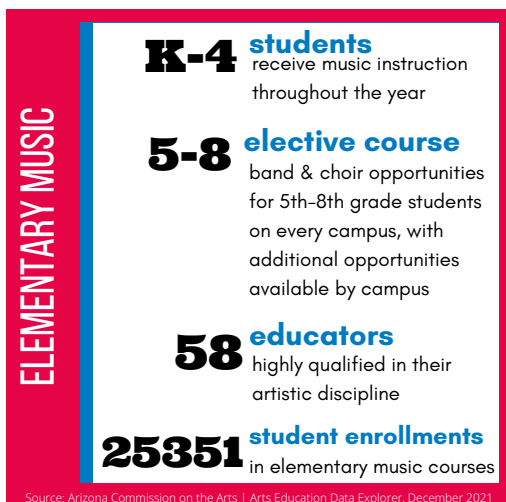
- Sing repertoire from a variety of cultures and genres.
- Identify and sing in my head voice and chest voice.
- Sing in harmony.
- Maintain proper vocal health.
- Respond to conducting cues.
- Perform songs from memory.
- Demonstrate proper performance etiquette.
- Identify and apply to performance the following musical vocabulary: Dynamics, tempo, diction, posture, breath control/support, diaphragm, soft-palate, vocal cords, unison, harmony, solfege
- Use solfège (Do, Re, Mi, Fa, So, La, Ti) to support ear training.
- Identify, count, and play the following rhythmic durations: whole note, half note, quarter note, eighth note pair and corresponding rests.
- Identify and apply to performance the following symbols: treble clef, bar line, measure, double bar line, repeat sign, 4/4, 3/4, 2/4 time signatures, first and second ending, ledger lines.

INSTRUMENTAL MUSIC

- Identify the parts of my instrument.
- Assemble, clean and maintain instrument.
- Produce a characteristic sound on my mouthpiece and my instrument (strings: pizzicato).
- Play the first 8 pitches presented in the beginning method book.
- Identify, count, and play the following rhythmic durations: whole note, half note, quarter note, eighth note pair, dotted half note and corresponding rests.

INSTRUMENTAL MUSIC CONT.

- Identify and apply to performance the following symbols: treble clef, bass clef, bar line, measure, double bar line, flat, sharp, natural, one measure repeat, repeat sign, fermata, common time, 4/4, 3/4, 2/4 time signatures, breath mark, accent, slur, tie, first and second ending
- Identify & apply to performance the musical vocabulary: Tempo, solo, soli, tutti, duet, divisi, pick up note, articulation, embouchure, key signature
- Percussion: Identify and apply to performance the following rudiments: Paradiddle, flam, flam tap, bounce strokes



6th Grade

VISUAL ART

Explore the impact of art in the world around them.

Identify the following elements of art in artwork & life, & create artwork using them

- Color Schemes: Primary, secondary, tertiary, neutral, analogous, complementary, warm, cool, tints and shades.
- Value: The lightness or darkness of a color or object.
- Space: size, placement, overlapping, proportion
- Balance: Symmetric, asymmetric, radial

CHORAL MUSIC

- Sing repertoire from a variety of cultures and genres.
- Identify and sing in my head voice and chest voice.
- Sing in harmony.

CHORAL MUSIC CONT.

- Maintain proper vocal health.
- Respond to conducting cues.
- Perform songs from memory.
- Demonstrate proper performance etiquette.
- Evaluate my own performance and the performance of others using musical vocabulary.
- Visually identify steps and skips and sight-read notes by steps in sheet music.
- Identify and apply to performance the following musical vocabulary: Dynamics, tempo, diction, posture, breath control/support, diaphragm, soft-palate, vocal cords, unison, harmony, solfege
- Use solfège (Do, Re, Mi, Fa, So, La, Ti) to support ear training.
- Identify, count, and play the following rhythmic durations: whole note, half note, dotted quarter note, quarter note, eighth note pair, single eighth note, single sixteenth note, and corresponding rests.
- Identify and apply to performance the following symbols: treble clef, bass clef, bar line, measure, double bar line, repeat sign, 4/4, 3/4, 2/4 time signatures, tie, first and second ending, ledger lines.

INSTRUMENTAL MUSIC

- Understand the connection between music and other disciplines and events.
- Evaluate an ensemble and provide feedback using appropriate grade level terminology.
- Choose repertoire based on the selected elements of music.
- Perform fluently in the following key signatures: Winds- Bb Major, Eb Major, F Major; Strings: D Major, C Major)
- Identify, count, and play the following rhythmic durations: dotted quarter note, single eighth note, single eighth rest (percussion: Four sixteenth notes, two-sixteenth eighth combination, eighth two-sixteenth combinations)
- Identify and apply to performance the following symbols: dynamics (piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo), staccato (strings: hooked bowing)

INSTRUMENTAL MUSIC CONT.

- Identify and apply to performance the following musical vocabulary: Allegro, Moderato, Andante, Ritardando, Legato, Staccato, Balance
- Percussion: Identify and apply to performance the following rudiments: Single stroke roll, multiple bounce stroke, 5 stroke roll, 9 stroke roll, flam accent)

7th Grade

VISUAL ART

Explore the impact of art in the world around them.

Identify the following elements of art in artwork & life, & create artwork using them

- Color Schemes: Primary, secondary, tertiary, neutral, analogous, complementary, warm, cool, tints and shades.
- Value: Highlights and Shadows created by blending, hatching, stippling, and cross-hatching.
- Space: Depth, size, placement, overlapping, proportion, and perspective.
- Types of Art: Abstract, realism, non-objective, portrait, landscape, and still-life

CHORAL MUSIC

- Sing repertoire from a variety of cultures and genres.
- Evaluate performance of self and others using musical vocabulary.
- Visually identify steps and skips, and sight-read notes by steps and skips in sheet music.
- Identify and apply to performance the following music vocabulary: dynamics, tempo, diction, posture, breath control/support, diaphragm, soft-palate, vocal cords, unison, harmony, solfege
- Use solfège (Do, Re, Mi, Fa, So, La, Ti) to support ear training.
- Identify, count, and play rhythmic durations: whole note, half note, dotted quarter note, quarter note, eighth note pair, single eighth note, single sixteenth note, syncopated rhythms and corresponding rests.
- Identify and apply the symbols: treble clef, bass clef, bar line, measure, double bar line, repeat sign, 4/4, 3/4, 2/4 time signatures, tie, first and second ending, ledger lines.

INSTRUMENTAL MUSIC

- Understand the connection between music and other disciplines and events.
- Evaluate an ensemble and provide feedback using appropriate grade level terminology.
- Choose repertoire based on the selected elements of music.
- Perform fluently (signatures): Winds- Ab Major, C Major, Chromatic (Scale only); Strings: C Major)
- Identify, count, and play the following rhythmic durations: Four sixteenth notes, two-sixteenth eighth combination, eighth two-sixteenth combinations, dotted eighth- sixteenth combination, syncopated rhythms, eighth note triplets
- Identify and apply: marcato accent, legato, cut time, pianissimo, sforzando, fortepiano
- Identify and apply musical vocabulary to performance

8th Grade

VISUAL ART

Explore the impact of art in the world around them.

Identify the following elements of art in artwork & life, & create artwork using them

- Color Schemes: Primary, secondary, tertiary, neutral, analogous, complementary, warm, cool, tints and shades.
- Value: Highlights and Shadows created by blending, hatching, stippling, and cross-hatching.
- Space: Depth, size, placement, overlapping, proportion, and perspective.
- Types of Art: Abstract, realism, non-objective, portrait, landscape, and still-life

CHORAL MUSIC

- Sing repertoire from a variety of cultures and genres.
- Evaluate performance of self and others using musical vocabulary.
- Visually identify steps and skips, and sight-read notes by steps and skips in music.
- Identify and apply to performance the following music vocabulary: dynamics, tempo, diction, posture, breath control/support, diaphragm, soft-palate, vocal cords, unison, harmony, solfege
- Use solfège (Do, Re, Mi, Fa, So, La, Ti) to support ear training.
- Identify, count, and play rhythmic durations and rests: whole note, half note, dotted quarter note, quarter note, eighth note pair, single eighth note, single sixteenth note, and syncopated rhythms

CHORAL MUSIC CONT.

- Identify, count, and play rhythmic durations: whole note, half note, dotted quarter note, quarter note, eighth note pair, single eighth note, single sixteenth note, syncopated rhythms and corresponding rests.
- Identify and apply the symbols: treble clef, bass clef, bar line, measure, double bar line, repeat sign, 4/4, 3/4, 2/4 time signatures, tie, first and second ending, ledger lines.

INSTRUMENTAL MUSIC

- Understand the connection between music and other disciplines and events.
- Evaluate an ensemble and provide feedback using appropriate grade level terminology.
- Choose repertoire based on the selected elements of music.
- Perform fluently (signatures): Winds- Ab Major, C Major, Chromatic (Scale only); Strings: C Major)
- Identify, count, and play the following rhythmic durations: Four sixteenth notes, two-sixteenth eighth combination, eighth two-sixteenth combinations, dotted eighth- sixteenth combination, syncopated rhythms, eighth note triplets
- Identify and apply: marcato accent, legato, cut time, pianissimo, sforzando, fortepiano
- Identify and apply musical vocabulary to performance

Elective Pathways

In addition to the core Arts Courses, Band/Strings, Choir and Visual Art, select campuses offer the following Arts Elective Pathways for 7th and 8th grade students.

- Bucket Drumming
- Digital Music
- Beginning Band
- Guitar
- Ukulele
- Keyboards
- Rock & Roll History
- Musical Theatre
- Orff
- Artist Within
- Fiber Arts
- Printmaking
- 3-Dimensional Sculpture
- Unified Arts