

**Florida Department of Education**

**COURSE DESCRIPTION - GRADES 6-8  
SUGGESTED COURSE PERFORMANCE OBJECTIVES**

**Subject Area:** Miscellaneous  
**Course Number:** 7801010  
**Course Title:** Visual and Performing Arts: 6-8

- A. Major Concepts/Content.** The purpose of this course is to enable students with disabilities to develop awareness and appreciation of the visual and performing arts.

The content should include, but not be limited to, the following:

- music
- dance
- visual arts
- theatre
- exploration of careers in the arts

This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

- CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.
- CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.
- CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

- B. Special Note.** This entire course may not be mastered in one year. The particular course requirements that the student should master each year must be specified on an individual basis.

This course is designed to reflect the wide range of abilities within the population of students with disabilities. The particular benchmark for a course requirement should be selected for individual students based on their levels of functioning and their desired post-school outcomes.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the

## Course Number: 7801010 - Visual and Performing Arts: 6-8

situation. Students functioning at independent levels are generally capable of working and living independently. Students functioning at supported levels are generally capable of living and working with ongoing supervision and support. Students functioning at participatory levels are generally capable of participating in major life activities and require extensive support systems.

The level of functioning should be determined for each course requirement or performance objective. The key to determining the level is consideration of the amount of additional support and assistance that *must* be provided for the student. This support and assistance must be *beyond* what is typically provided for nondisabled individuals in performing the same type of behaviors or tasks. The following guidelines may be used to assist this process.

- For requirements/objectives mastered at the Independent Level, students are expected to be able to perform the behaviors identified for each benchmark *on their own* once they have mastered the knowledge and skills.
- For requirements/objectives mastered at the Supported Level, mastery should be determined with consideration of the amount and type of *guidance and support* necessary to the student to perform the behavior. This generally consists of some type of prompting or supervision.

Physical prompt—a touch, pointing, or other type of gesture as a reminder

Verbal prompt—a sound, word, phrase, or sentence as a reminder

Visual prompt—color coding, icons, symbols, or pictures as a reminder

Assistive technology—an alarm, an electronic tool

Supervision—from occasional inspection to continuous observation

- For requirements/objectives mastered at the Participatory Level, mastery should be determined with consideration of the amount and type of *assistance* necessary to the student to participate in the performance of the behavior.

Physical assistance—from a person, such as full physical manipulation or partial movement assistance

Assistive technology—full: props, bolsters, pads, electric wheelchair;  
partial: straps, lapboards, adapted utensils

The performance objectives are designed to provide teachers with ideas for short-term objectives for instructional planning. The performance objectives are not intended to be exhaustive of all the possible short-term objectives a student may need in this course. Other objectives should be added as required by an individual student.

Instructional activities involving practical applications of course requirements may occur in naturalistic settings in home, school, and community for the purposes of practice, generalization, and maintenance of skills. These applications may require that the student acquire the knowledge and skills involved with the use of related technology, tools, and equipment.

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- C. Course Requirements.** These requirements include, but are not limited to, the benchmarks from the Sunshine State Standards for Special Diploma that are most relevant to this course. Students are expected to make progress, but are not required to master benchmarks listed for this course. Benchmarks correlated with a specific course requirement may also be addressed by other course requirements as appropriate. Some requirements in this course are not fully addressed in the Sunshine State Standards for Special Diploma.

**After successfully completing this course, the student will:**

- 1. Demonstrate awareness of various art forms (e.g., music, dance, visual arts, theatre).**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Music**

- 1.1. Identify characteristics that make certain music suitable for specific uses (e.g., dancing, listening, different kinds of ceremonies and celebrations, background music).
- 1.2. Identify various types and styles of music from different historical periods and cultures (e.g., classical, modern, Native American, Mexican).

**Dance**

- 1.3. Identify characteristics of various dance forms (e.g., classical ballet, modern dance, Balinese, jazz, ballroom, square, folk dances).
- 1.4. Identify various types and styles of dances from different historical periods and cultures (e.g., colonial America long dances, Viennese waltzes, western line dancing).

**Visual Arts**

- 1.5. Identify characteristics of various visual art forms (e.g., drawing, painting, sculpture, fabric art, ceramics and pottery, printmaking, jewelry, photography, graphics).
- 1.6. Identify various works and styles of visual art from different historical periods and cultures (western art, modern art, landscapes, portraits, *Mona Lisa*).

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

**Theatre**

- 1.7. Demonstrate awareness of realistic and nonrealistic ways in which theatre and drama reflect life.
- 1.8. Identify and compare similar characters and situations in stories or dramas from various cultures (the hero or heroine, a “Cinderella” story).
- 1.9. Demonstrate knowledge of different types of dramatic productions, including live theatre, film, television, and electronic media.
- 1.10. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., listening to music, viewing painting or sculpture, watching a play).

**2. Demonstrate awareness of artists and musicians.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 2.1. Identify various roles that musicians perform (e.g., orchestra conductor, folksinger, church organist, blues guitarist).
- 2.2. Identify the various roles of actors, directors, and producers in theatre productions.
- 2.3. Identify the various roles of dancers (e.g., lead, soloist, partner, instructor, member of a dance company, choreographer).
- 2.4. Identify the various roles of artists using visual art forms (e.g., illustrator, painter, sculptor, mixed media artist, photographer, printmaker, graphic artist).
- 2.5. Accept assistance with and participate in recognizing and relating to various forms of visual and performing arts (e.g., indicating a preference for a particular musician, recognizing the same character type in two plays).

**3. Use basic skills involved with selected tools and instruments used in visual and performing arts activities.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 3.1. Use materials and tools for two-dimensional visual art in a safe and responsible manner.  
Specify: \_\_\_\_\_  pencils, charcoal, markers, crayons \_\_\_\_\_  paints—watercolor, poster, oil  
\_\_\_\_\_  printmaking tools \_\_\_\_\_  cameras  
\_\_\_\_\_  graphic art software \_\_\_\_\_  brushes  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.2. Use materials and tools for three-dimensional visual art in a safe and responsible manner.  
Specify: \_\_\_\_\_  clay \_\_\_\_\_  papier mache \_\_\_\_\_  wood  
\_\_\_\_\_  fabric \_\_\_\_\_  yarn \_\_\_\_\_  beads  
\_\_\_\_\_  other: \_\_\_\_\_
- 3.3. Perform simple rhythms and melodies on musical instruments (e.g., recorder-type instruments, percussion instruments).
- 3.4. Perform melodies or parts for an ensemble on a band or orchestra instrument (e.g., woodwind, string, brass, percussion).
- 3.5. Use props and equipment appropriately and safely when performing a dance or in a drama.
- 3.6. Accept assistance with and participate in using objects appropriately and safely to perform activities involving visual and performing arts (e.g., drawing on posterboard, turning on CD player).

**4. Demonstrate skills in visual art forms.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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- 4.1. Identify and use various art techniques—overlapping, shading, varying size or color—to create desired effects in a work of art.
- 4.2. Identify and use various art processes—casting and constructing in jewelry, blending of paints in painting—to create desired effects in a work of art.
- 4.3. Identify and use various organizational principles—repetition, balance, emphasis, contrast, and unity—to create desired effects in a work of art.
- 4.4. Accept assistance with and participate in using materials and tools appropriately and safely to perform activities involving visual arts (e.g., shaping clay, taking a picture).

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

**5. Demonstrate skills in performing arts forms, including music, dance, or theatre.**

Indicate guidance and support necessary for mastery at supported level:

\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:

\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

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**Music**

- 5.1. Sing or play short musical patterns, partner songs, and rounds.
- 5.2. Sing or play on pitch and in rhythm and maintain a steady tempo.
- 5.3. Sing or play melodies alone and with others.
- 5.4. Sing or play specified parts in an ensemble or chorus.
- 5.5. Identify a variety of types of songs and styles of various composers and cultures (e.g., march, work song, lullaby, Dixieland).

**Dance**

- 5.6. Use a variety of basic locomotor movements to dance to a rhythmic or musical accompaniment.  
Specify: \_\_\_  running                      \_\_\_  skipping                      \_\_\_  hopping  
              \_\_\_  sliding                      \_\_\_  leaping                      \_\_\_  other: \_\_\_\_\_
- 5.7. Use a variety of basic non-locomotor skills to dance to a rhythmic or musical accompaniment.  
Specify: \_\_\_  bending                      \_\_\_  twisting                      \_\_\_  stretching  
              \_\_\_  turning                      \_\_\_  lifting                      \_\_\_  other: \_\_\_\_\_
- 5.8. Define and maintain personal space, demonstrating kinesthetic or body awareness, concentration, and focus when dancing.
- 5.9. Use basic dance steps, body positions, and spatial patterns for dances from various styles or traditions (e.g., ballet, square, modern, Native American, African).

**Theatre**

- 5.10. Identify familiar characters in dramas or plays and their relationships.
- 5.11. Use body control, different speaking voices, and a variety of movements to portray characters.

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 5.12. Demonstrate awareness of how to improvise when acting.
- 5.13. Demonstrate responsible participation in a dramatic performance.
- 5.14. Demonstrate understanding of the roles of the director and playwright in a theatrical performance.

**General Participation**

- 5.15. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts.  
Specify: \_\_\_\_  home                      \_\_\_\_  school                      \_\_\_\_  community
- 5.16. Participate in a range of appropriate visual and performing arts activities with a frequency observed in nondisabled peers (e.g., attending school concerts, participating in group activities at a community center). (IF.A.1.Pa.1)  
Specify: \_\_\_\_  home                      \_\_\_\_  school                      \_\_\_\_  community
- 5.17. Use adaptive/assistive devices during visual and performing arts activities (e.g., switch to turn television on, headset and cassette recorder for self-guided art tour).

**6. Demonstrate awareness of careers in the visual and performing arts.**

- CL.C.1.In.1      use knowledge of occupations and characteristics of the workplace in making career choices.
- CL.C.1.Su.1      recognize expectations of occupations and characteristics of the workplace in making career choices—with guidance and support.
- CL.C.1.Pa.1      show willingness or interest in participating in work or community activities—with assistance.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_\_ physical prompt                      \_\_\_\_ verbal prompt                      \_\_\_\_ visual prompt  
\_\_\_\_ assistive technology                      \_\_\_\_ supervision                      \_\_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:  
\_\_\_\_ physical assistance  full  partial                      \_\_\_\_ assistive technology  full  partial

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- 6.1. Identify general characteristics of careers associated with visual and performing art (e.g., requires creative expression; provides opportunities for performance at various levels—local community, urban areas; provides many related support positions). (CL.C.1.In.1, CL.C.1.Su.1)

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 6.2. Identify specific jobs associated with the visual and performing arts (e.g., actor/actress, author, advertising copywriter, commercial artist, floral designer, merchandising display designer, photographer, pattern and model maker). (CL.C.1.In.1, CL.C.1.Su.1)  
Specify: \_\_\_\_\_  entry level                      \_\_\_\_\_  technical support  
                  \_\_\_\_\_  advanced level                      \_\_\_\_\_  creative support  
                  \_\_\_\_\_  other: \_\_\_\_\_
- 6.3. Identify interests and skills generally needed for specific jobs dealing with visual and performing art (e.g., creative expression, performance skills in selected art form, ability to use technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.4. Identify trends in the local job market for specific jobs dealing with visual and performing art (e.g., competition, performance and employment opportunities, use of technology). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.5. Identify educational and training requirements for jobs dealing with visual and performing art (e.g., technical training, degree programs, summer programs, workshops). (CL.C.1.In.1, CL.C.1.Su.1)
- 6.6. Indicate awareness of visual and performing arts activities (e.g., turns toward painting or sculpture, shows interest in music). (CL.C.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                                  \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  use assistive/augmentative device  
                                  \_\_\_\_\_  verbalize or sign                      \_\_\_\_\_  other: \_\_\_\_\_
- 6.7. Communicate interest in participating in visual and performing arts activities (e.g., smile when asked about working with clay). (CL.C.1.Pa.1)  
Specify method: \_\_\_\_\_  touch referent object                      \_\_\_\_\_  point to actual object  
                                  \_\_\_\_\_  vocalize or gesture                      \_\_\_\_\_  use assistive/augmentative device  
                                  \_\_\_\_\_  verbalize or sign                      \_\_\_\_\_  other: \_\_\_\_\_  
Specify setting: \_\_\_\_\_  home                      \_\_\_\_\_  school                      \_\_\_\_\_  community

**7. Demonstrate awareness of the roles of visual and performing arts in the school and community.**

- IF.A.2.In.1        select and use community resources and services for specified purposes.
- IF.A.2.Su.1        use community resources and services for specified purposes—with guidance and support.
- IF.A.2.Pa.1        participate in activities involving the use of community resources and services—with assistance.

Indicate guidance and support necessary for mastery at supported level:  
\_\_\_ physical prompt                      \_\_\_ verbal prompt                      \_\_\_ visual prompt  
\_\_\_ assistive technology                      \_\_\_ supervision                      \_\_\_ other: \_\_\_\_\_

Indicate assistance necessary for mastery at participatory level:  
\_\_\_ physical assistance     full     partial                      \_\_\_ assistive technology     full     partial

**Course Number: 7801010 - Visual and Performing Arts: 6-8**

- 7.1. Identify common leisure activities involving visual and performing arts. (IF.A.1.In.1, IF.A.1.Su.1)  
Specify: \_\_\_\_\_  musical performances—concerts, dance performances  
          \_\_\_\_\_  theatre and plays  
          \_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.2. Identify appropriate times and occasions for attending activities in the community involving visual and performing arts (e.g., on holidays, when a performer is on tour, when transportation is available). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.3. Use specific knowledge and skills when planning leisure activities in the community involving visual and performing arts (e.g., locating the event on a schedule, obtaining tickets for a performance, following the rules of behavior for the attendees). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.4. Use strategies to plan leisure activities involving visual and performing arts in the community effectively and efficiently and on a regular basis (e.g., save weekly schedule of events from the newspaper, listen to radio for announcements, watch the community calendar on local TV station, get on mailing lists for types of events of interest, watch billboards or scrolling marquee at civic or performing arts center, write dates of upcoming events on personal calendar, ask friends to alert you to events). (IF.A.2.In.1, IF.A.2.Su.1)
- 7.5. Accept assistance with and participate in a sequence of tasks or activities involving visual and performing arts at school or in the community. (IF.A.2.Pa.1)  
Specify: \_\_\_\_\_  musical performances—concerts, dance performances  
          \_\_\_\_\_  theatre and plays  
          \_\_\_\_\_  celebrations—holidays, parades, festivals, exhibits  
          \_\_\_\_\_  hands-on workshops or programs for a specific art form  
          \_\_\_\_\_  camps, extended school day programs, clubs, organizations  
          \_\_\_\_\_  other: \_\_\_\_\_
- 7.6. Attend events involving visual and performing arts in the community (e.g., concerts in the park, school art show). (IF.A.2.In.1, IF.A.2.Su.1)  
Specify location/type of activity: \_\_\_\_\_
- 7.7. Demonstrate appropriate audience behavior for activities involving visual and performing arts. (IF.B.2.In.2, IF.B.2.Su.2)
- 7.8. Accept assistance with and participate in leisure activities in the community involving visual and performing arts. (IF.A.2.Pa.1)  
Specify: \_\_\_\_\_