K-5 Academy Elective Model for 2026-2027

This model provides a clear, manageable Fine Arts structure for elementary campuses while maintaining flexibility for teachers and leaders.

Why this works:

- Ensures district compliance with Fine Arts/Electives
- Ensure TEKS-aligned Fine Arts access for all K–5 scholars
- Reduce supply strain by focusing on one discipline per quarter
- Allow depth of learning instead of brief exposure
- Make assessments and showcases realistic at the campus level
- By including Tech Apps in both the Fine Arts Teacher and Co-Teacher spaces, we are meeting compliance.

Optional Program for Teacher and Co-Teacher Model

Core Design Principles for Elective Teacher:	Core Design Principles for Elective Co-Teacher:
1 discipline/content area per quarter	Digital Literacy Skills **taught throughout school year**
Common district unit focus (grade-band appropriate)	Common district unit focus (grade-band appropriate)
Low-cost/reusable supplies	Heavily Computer Based Low-cost/reusable supplies
Performance-based assessment (not multiple-choice tests)	No assessment provided by district
Teacher choice in daily lessons – autonomy	Instructional guidance provided by elective teacher
A clear roadmap outlining key concepts, TEKS progression, and assessment touchpoints for art, music, theater, and tech skills.	Resources and tips provided for tech apps, etc.

Curriculum Team will Provide:

- Unit plans for Elective Teacher and Co-Teacher classrooms
- Optional supply lists
- Implementation support and office hours
- Resource links for district-approved platforms

Leaders should plan for:

- One Fine Arts teacher delivering quarterly rotation
- One Co-Teacher to deliver separate instruction (guided by Elective Teacher)
- One showcase per semester (optional)

Academy Elective Guidance

All students should be coded to the Elective lead teacher as the teacher of record. The elective teacher and co teacher would be teaching the same course “Academy Elective”. The teacher would plan and organize and the co teacher would execute components that require facilitation and monitoring only. In either scenario, please refer to the responsibilities chart below.

Role Aspect	Elective Teacher (Lead)	Elective Co-Teacher
Primary Instruction	✓ Design and deliver elective curriculum	✓ Assist in elective curriculum delivery
Lesson Planning	✓ Create lesson plans	✓ Support lesson plan implementation for areas they facilitate (i.e. typing.com, handwriting)
Assessment & Feedback	✓ Design assessments and provide feedback on student progress.	✓ Collaborates jointly with Elective teacher to complete assessment and feedback.
Inclusive Environment	✓ Create inclusive environment	✓ Assist in creating an inclusive setting
Behavior Management	✓ Manage classroom discipline with a designed management plan	✓ Enforce the disciplinary actions as outlined in the Elective Teacher’s management plan
Special Needs	✓ Refer to the students IEP (Individualized Education Plan) or 504 plans; develops the modifications	✓ Implements the modifications of activities for special needs
Data Collection	✓ Assess, manages & documents progress and is responsible for overall grading.	✓ Mutually works with teacher to gather, track, and report out on appropriate data.
Professional Development	✓ Expectation to be in attendance for all district facilitated PD (Professional Development) [New Teacher Institute (NTI), Teacher Collaboration , Monthly Webinars] and optional office hours.	✓ Expectation to be in attendance for all district facilitated PD) [New Teacher Institute (NTI), Teacher Collaboration , Monthly Webinars] and optional office hours.

Teacher Role		
Structure: Students experience one Fine Arts discipline per quarter, building skills across the year.		
Quarter	**Unit**	**District Focus**
Quarter 1:	**Visual Art** (Create & respond)	Elements of Art + Personal Expression
Quarter 2:	**Tech Apps**	Create, Practice, Reflect Through Technology
Quarter 3:	**Theatre** (Perform & Create)	Storytelling, Character, and Movement
Quarter 4:	**Music** (Perform & Respond)	Rhythm, Beat, and Expression

Quarter 1 – Visual Art (Create & Respond)

District Focus: *Elements of Art & Personal Expression*

What students do

- Students explore line, shape, color, texture, and form while creating multiple finished works.
- Create 2–3 finished artworks across the quarter
- Practice artist talk using simple vocabulary

Low-Cost Supplies

- Drawing paper / sketchbooks
- Crayons, markers, colored pencils
- Watercolor sets (shared)
- Recycled materials (cardboard, magazines)
- Digital resources: Adobe Express Maker

End-of-Unit Assessment

- **Student Art Portfolio** (2–3 pieces)
- **Artist Statement** (K–2 verbal / 3–5 written or sentence frames)

Showcase Option

- Hallway or classroom gallery walk
- Digital slideshow per class (i.e., Adobe Express, PowerPoint, Google Slides)

Quarter 2 – TECH APPS

District Purpose: Students develop and demonstrate foundational digital literacy and technology application skills to prepare for future academic success.

Tech Apps

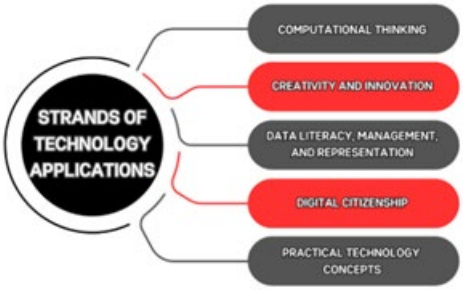
Students use technology to:

- Create digital products for an authentic purpose and audience
- Research, organize, and communicate information
- Practice responsible and ethical technology use
- Build and apply foundational digital skills

Technology Focus: Create, Research, Organize, Communicate

- **Essential Question:** How can technology be used to create, organize, and communicate information effectively?

Tech Apps Strands Addressed TEKS Aligned



Tech Apps Strands Addressed

Strand	How It Shows Up
Creativity & Innovation	Designing a digital product for an audience
Data Literacy	Researching, selecting sources, summarizing
Digital Citizenship	Citation, ethical use, digital etiquette
Practical Technology Concepts	File management, tool selection, typing
Computational Thinking	Sequencing steps, troubleshooting, process reflection

Library Services: Research & Digital Literacy

Role: Research, information literacy, and ethical use of information

Examples:

- Books and digital resources connected to student-selected topics (Fine Arts, academic, or personal interest)
- Guided searches using keywords and filters
- Support with source awareness and attribution

Student Task Examples:

- Research a topic of interest using library resources
- Identify key information from a text or digital source
- Create a short written or visual summary of learning

Typing.com: Digital Communication & Productivity
Role: Written communication and digital fluency
Examples:

- Type research summaries or reflections
- Type scripts, captions, or presentation notes
- Practice typing fluency to support clear digital communication

Typing supports students' ability to communicate ideas clearly and efficiently using technology.

Digital Tech Apps Product / Portfolio
Students submit:

- **One digital product**
  (presentation, digital poster, slideshow, or multimedia artifact)
- **One explanation or reflection**
  - K–2: drawing + sentence or audio recording
  - 3–5: typed paragraph explaining their work or process
- **Evidence of technology skill use**, such as:
  - typing
  - logging in independently
  - researching using approved platforms
  - saving, organizing, and uploading work

Quarter 4 Showcase Options
Choose ONE (district-approved options):

- Digital Tech Apps portfolio
- Classroom or grade-level digital showcase
- Digital learning day

Quarter 3 – Theatre (Perform & Create)

District Focus: *Storytelling, Character, and Movement*

What students do

- Students develop communication, collaboration, and expression through scenes and movement.
- Create characters from familiar stories

Low-Cost Supplies

- Open space
- Printed scripts or story cards

- Simple props (paper, scarves, recycled items)
- Digital resources: Typing.com

End-of-Unit Assessment

- **Performance-Based Assessment**
  - Short scripted or improvised scene
- Rubric: collaboration, expression, focus

Showcase Option

- Classroom performance
- Grade-level showcase day
- Recorded scenes

Quarter 4 – Music (Perform & Respond)	**District Focus:** *Rhythm, Beat, and Expression*

What students do

- Students build foundational music literacy through rhythm, beat, and expressive performance.
- Respond to music using movement or discussion

Low-Cost Supplies

- Body percussion (free)
- Rhythm sticks (shared sets)
- Buckets / cups (donations)
- Recorded music (district playlists)
- Digital resources: Discovery.com

End-of-Unit Assessment

- **Performance Task**
  - Class rhythm performance
  - Small-group beat patterns
- Simple rubric: beat accuracy, participation, expression

Showcase Option

- Short in-class performance
- Recorded performance shared with families
- Campus morning announcements feature
- End of Year Awards Assembly Performance

Co-Teacher Role

The Co-Teacher is a year-long instructional support role focused on building students' foundational digital access and communication skills that support Fine Arts learning and future academic success.

The Co-Teacher does not deliver a separate subject. They support technology skill development that enables Fine Arts learning by teaching scholars typing and digital skills through district provided applications while integrating future-ready skills such as navigating digital resources for research and learning.

What the Co-Teacher Does in Practice	
Area	**Co-Teacher Responsibilities**
Tech Skills	Facilitate the executing of Tech Apps: teach students to log in, type, save files, and upload work.
Fine Arts Support	Help students type artist statements, scripts, reflections
Digital Creation	Support slideshow, portfolio, or simple design tools (ex: Adobe Express)
Research Skills	Guide safe searches for artists, musicians, stories
Classroom Management	Circulate, assist, troubleshoot, reinforce expectations
Showcase Prep	Help compile digital portfolios or class slideshows

What the Co-Teacher Teaches (All Year):
The Co-Teacher space focuses on **future-ready skills through structured digital learning**, including:

Digital Foundations

- Logging in independently
- Using district platforms (Clever, Britannica: learning app for students, etc.)
- Uploading work

Typing & Communication

- Typing fluency practice
- Writing artist statements
- Typing reflections
- Typing scripts or performance notes

Research & Digital Navigation

- Guided searches about artists, musicians, stories
- Learning to read and follow digital directions
- Using safe, district-approved platforms

Fine Arts Connection

Students use technology to:

- Create digital slideshows of artwork
- Record or upload performances
- Build digital portfolios
- Reflect on Fine Arts experiences

Course Code: *Use the appropriate course code by quarter based on what is being taught.*

02510001	Art, Kindergarten
02510004	Art, Grade 1
02510005	Art, Grade 2
02510006	Art, Grade 3
02510007	Art, Grade 4
02510008	Art, Grade 5
02520004	Music, Kindergarten
02520005	Music, Grade 1
02520006	Music, Grade 2
02520007	Music, Grade 3
02520008	Music, Grade 4
02520009	Music, Grade 5

02540005	Theatre, Kindergarten
02540006	Theatre, Grade 1
02540007	Theatre, Grade 2
02540008	Theatre, Grade 3
02540009	Theatre, Grade 4
02540010	Theatre, Grade 5

02670000	Technology Applications, Kindergarten
02670010	Technology Applications, Grade 1
02670020	Technology Applications, Grade 2
02670030	Technology Applications, Grade 3
02670040	Technology Applications, Grade 4
02670050	Technology Applications, Grade 5