

Focus Topic: 1.1 The Creative Process

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify the elements of dance in planned dance sequences	1.1.2.A.1	Do the arts have boundaries?	Breaking accepted norms give rise to new forms of artistic expression	Ongoing observation & questioning during class discussions
TSW demonstrate the difference between pantomime and dance movement	1.1.2.A.3			Performance tasks
TSW explore the elements of music through verbal and written responses	1.1.2.B.1			Self-Assessment
TSW identify and categorize sound sources by common traits	1.1.2.B.3			Real Life Connections
TSW categorize instruments and identify basic musical properties	1.1.2.B.4			
TSW express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms	1.1.2.C.2			
TSW distinguish between characters, actors, and the self	1.1.2.C.3			
TSW identify the principles of design in diverse types of artwork	1.1.2.D.2			

Focus Topic: 1.2 – History of the Arts and Culture

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures	1.2.2.A.2	What is old and what is new in any work of art?	Every artist has style Every artistic period has a style	Ongoing observation & questioning during class discussions Self-Assessment Real Life Connections

Focus Topic: 1.3 – Performance

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW create and perform planned and improvised movement sequences using the elements of dance	1.3.2.A.1	How does creating and performing in the arts differ from viewing the arts?	The arts serve multiple functions	Ongoing observation & questioning during class discussions
TSW communicate meaning around a variety of themes	1.3.2.A.1	In what ways do the arts impact life?		Performance tasks
TSW define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills	1.3.2.A.3			Self-Assessment
TSW demonstrate developmentally appropriate vocal production/vocal placement and breathing technique	1.3.2.B.2			Real Life Connections
TSW demonstrate correct playing techniques for Orff instruments and/or equivalent homemade instruments	1.3.2.B.3			
TSW improvise short tonal and rhythmic patterns	1.3.2.B.5			
TSW use memory, imagination, creativity, and language to make up new roles and act them out	1.3.P.C.2			

TSW differentiate between fantasy/pretend play and real events	1.3.P.C.4			
TSW participate in and listen to stories and dramatic performances from a variety of cultures and times	1.3.P.C.6			
TSW create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space	1.3.P.D.2			
TSW demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination; explore the use of a wide array of art mediums and select tools	1.3.P.D.4			

Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances	1.4.P.A.3	How are feelings and reactions impacted by the arts?	The arts serve multiple purposes	Ongoing observation & questioning during class discussions
TSW make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world	1.4.P.A.4			Performance tasks
TSW compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning	1.4.2.A.2			Self-Assessment
TSW use the basic arts elements to formulate objective assessments of artworks in dance, music, theatre, and visual art	1.4.2.B.1			Real Life Connections