

**Focus Topic: 1.1 The Creative Process**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW determine how accompaniment can affect choreography and improvisation	1.1.5.A.2	How do underlying structures unconsciously guide the creation of art works?	Underlying structures in art can be found via analysis and inference.	Ongoing observation & questioning during class discussions
TSW recognize elements of music	1.1.5.B.1	Does art have boundaries?	Breaking accepted norms often give rise to new forms of artistic expression.	Performance tasks
TSW understand the basic concepts of meter, rhythm, and intervals	1.1.5.B.2			Self-Assessment
TSW describe the use of the technical theatrical elements by examining examples of theatrical design in productions	1.1.5.C.3			Real Life Connections
TSW understand the function and purpose of the basic elements of art	1.1.5.D.1			
TSW appreciate various art forms	1.1.5.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 recognize works of dance, music, theatre, and visual art as a reflection of beliefs	1.2.5.A.1	Does art define culture or does culture define art?  What is old and what is new in any work of art?  How important is “new” in art?	Culture affects self expression, whether we realize it or not  Every artist has style  Every artistic period has a style	Ongoing observation & questioning during class discussions  Performance tasks  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 dances alone and in small groups that communicate meaning on a variety of themes	1.3.5.A.3	How does creating and performing in the arts differ from viewing the arts?	The arts serve multiple functions: enlightenment, education, and entertainment	Ongoing observation & questioning during class discussions
TSW sing melodic and harmonizing parts	1.3.5.B.2	To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?	Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product	Performance tasks
TSW adjust melodic and harmony to the range and timbre of the developing voice	1.3.5.B.2		The artistic process can lead to unforeseen or unpredictable outcomes	Self-Assessment
TSW demonstrate how active listening skills, physical expression, concentration affect meaning in scripted and improvised performances	1.3.5.C.2			Real Life Connections
TSW differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties	1.3.5.D.4			

**Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies**

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference	1.4.5.A.3	When is art criticism vital and when is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks	Ongoing observation & questioning during class discussions Performance tasks
TSW use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art	1.4.5.B.3			Self-Assessment Real Life Connections