

Focus Topic: 1.1 The Creative Process

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure	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 differentiate contrasting and complimentary shapes in performance	1.1.5.A.4	Does art have boundaries?	Breaking accepted norms often give rise to new forms of artistic expression.	Performance tasks
TSW demonstrate the basic concepts of meter, rhythm, tonality, intervals, and chords	1.1.5.B.2			Self-Assessment
TSW evaluate the characteristics of a well-made play in a variety of scripts and performances	1.1.5.C.1			Real Life Connections
TSW analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created	1.1.5.C.3			
TSW appreciate how art and design enhance functionality	1.1.5.D.1			
TSW understand that art improves the quality of living	1.1.5.D.1			

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 societal values	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 perform basic sequences of movement from different styles or traditions	1.3.5.A.1	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 use improvisation as a tool to create and perform movement sequences incorporating various spatial levels tempos, and spatial pathways	1.3.5.A.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 sing or play music from complex notation; decode how the elements of music are used to achieve unity and variety	1.3.5.B.1		The artistic process can lead to unforeseen or unpredictable outcomes	Self-Assessment
TSW demonstrate how vocal variety, stage business, sensory recall, and focus affect meaning in scripted and improvised performances	1.3.5.C.2			Real Life Connections
TSW work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design	1.3.5.D.1			
TSW collaborate in the creation of works of art using multiple art media and art mediums	1.3.5.D.5			
TSW present the completed works in exhibition areas inside and outside the classroom	1.3.5.D.5			

Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications	1.4.5.A.1	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
TSW use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers	1.4.5.B.2			Performance tasks
TSW define technical proficiency, using the elements of the arts and principles of design	1.4.5.B.4			Self-Assessment Real Life Connections