

Focus Topic: 1.1 The Creative Process

TSW = The Student Will

| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|---|------------------|---|--|--|
| TSW analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works | 1.1.5.A.1 | 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 determine how accompaniment can affect choreography and improvisation | 1.1.5.A.3 | Does art have boundaries? | Breaking accepted norms often give rise to new forms of artistic expression. | Performance tasks |
| TSW differentiate contrasting and complimentary shared weight centers, body parts, body patterning balance and range of motion in compositions and performances | 1.1.5.A.4 | | | Self-Assessment |
| TSW identify the elements of music in response to aural prompts and printed music notational systems | 1.1.5.B.1 | | | Real Life Connections |
| TSW demonstrate the basic concepts of melodic and harmonic progressions, and differentiate basic structures | 1.1.5.B.2 | | | |
| TSW differentiate between the actor's physical & vocal choices, an audience's perception of character development by identifying examples | 1.1.5.C.2 | | | |
| TSW explain the function of sensory recall and apply it to character development | 1.1.5.C.4 | | | |
| TSW identify elements of art and principles of design that are evident in everyday life | 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 relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art | 1.2.5.A.2 | Does art define culture or does culture define art? | Culture affects self expression, whether we realize it or not | Ongoing observation & questioning during class discussions |
| TSW determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history | 1.2.5.A.3 | What is old and what is new in any work of art? How important is “new” in art? | Every artist has style Every artistic period has a style | 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 planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic | 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 demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination | 1.3.5.A.4 | 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 use notation systems in treble and bass clef, mixed meter and compound meter | 1.3.5.B.1 | | The artistic process can lead to unforeseen or unpredictable outcomes | Self-Assessment |
| TSW improvise and score simple melodies over given harmonic structures | 1.3.5.B.3 | | | Real Life Connections |
| TSW decode how the elements of music are used to achieve tension and release, and balance in musical compositions | 1.3.5.B.4 | | | |

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| TSW create original plays using script-writing formats that include stage directions and technical theatrical elements demonstrating comprehension of the elements of theatre and story construction | 1.3.5.C.1 | | | |
| TSW identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art | 1.3.5.D.2 | | | |
| TSW experiment with various compositional approaches influenced by these styles | 1.3.5.D.2 | | | |
| TSW identify common and distinctive characteristics of genres of visual artworks | 1.3.5.D.3 | | | |
| TSW use age-appropriate terminology | 1.3.5.D.3 | | | |

Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies

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| Objective(s) | NJCCCS Alignment | Essential Questions | Understandings | Suggested Assessments |
|--|------------------|---|---|--|
| TSW make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view | 1.4.5.A.2 | 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 assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria | 1.4.5.B.1 | | | Performance tasks |
| TSW distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art | 1.4.5.B.5 | | | Self-Assessment |