

Focus Topic: 1.1 The Creative Process

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW introduce , explore, engage in a variety of dance movements	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 explore elements of music through various means	1.1.2.B.1			Performance tasks
TSW identify sound sources by common traits	1.1.2.B.3			Self-Assessment
TSW gain familiarity with a variety of instruments	1.1.2.B.4			Real Life Connections
TSW demonstrate respect for personal space and creative movement	1.1.2.C.3			
TSW identify basic elements of theatre	1.1.2.C.4			
TSW identify the basic elements of art	1.1.2.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 understand that dance, music, theatre, and visual art have common themes	1.2.2.A.1	What is old and what is new in any work of art?	Every artist has style	Ongoing observation & questioning during class discussions
			Every artistic period has a style	Performance tasks
				Real Life Connections

Focus Topic: 1.3 – Performance

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW move the body in a variety of ways, with and without music	1.3.P.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 respond to changes in tempo and a variety of musical rhythms through body movement	1.3.P.A.2	In what ways do the arts impact life?		Performance tasks
TSW participate in simple sequences of movements	1.3.P.A.3			Self-Assessment
TSW define and maintain personal space, concentration, and focus during creative movement/dance performances	1.3.P.A.4			Real Life Connections
TSW participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres	1.3.P.A.5			
TSW use movement/dance to convey meaning around a theme or to show feelings	1.3.P.A.6			

TSW sing a variety of songs with expression, independently and with others	1.3.P.B.1			
TSW use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations	1.3.P.B.2			
TSW clap or sing songs with repetitive phrases and rhythmic patterns	1.3.P.B.3			
TSW listen to, imitate, and improvise sounds, patterns, or songs; participate in and listen to music from a variety of cultures and times	1.3.P.B.4			
TSW participate in music from a variety of cultures and times	1.3.P.B.5			
TSW recognize and name a variety of music elements using appropriate music vocabulary	1.3.P.B.6			
TSW play roles observed through life experiences	1.3.P.C.1			
TSW use memory, imagination, creativity, and language to make up new roles and act them out	1.3.P.C.2			
TSW participate with others in dramatic play; sustain and extend dramatic play during dramatic play interactions	1.3.P.C.3			
TSW differentiate between fantasy/pretend play and real events	1.3.P.C.4			
TSW sustain and extend dramatic play during dramatic play interactions	1.3.P.C.5			
TSW participate in and listen to stories and dramatic performances from a variety of cultures and times	1.3.P.C.6			
TSW demonstrate the safe and appropriate use and care of art materials and tools	1.3.P.D.1			
TSW create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space	1.3.P.D.2			

TSW use vocabulary to describe various art forms, artists and elements in the visual arts	1.3.P.D.3			
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	1.3.P.D.4			
TSW demonstrate planning, persistence, and problem-solving skills while working independently, or with others	1.3.P.D.5			
TSW create more recognizable representations as eye-hand coordination and fine motor skills develop	1.3.P.D.6			

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 in response to a creative movement/dance performance	1.4.P.A.1	How are feelings and reactions impacted by the arts?	The arts serve multiple purposes	Ongoing observation & questioning during class discussions
TSW describe feelings and reactions in response to diverse musical genres and styles	1.4P.A.2.			Performance tasks
TSW describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances	1.4.P.A.3			Self-Assessment
TSW describe feelings and reactions and 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			Real Life Connections
TSW observe the basic arts elements in performances and exhibitions	1.4.2.B.1			