

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: DANCE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.A.1.Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.	Elements of dance	http://www.state.nj.us/education/modelcurriculum/vpa/d/ku3.shtml http://www.ndeo.org/	Teacher Observation Student Project	Identify the elements of dance in planned and improvised dance sequences.
1.1.2.A.2 Original movement is generated through improvisational skills and techniques.		https://artsedge.kennedy-center.org/families/at-home/supporting-young-artists/good-moves-for-young-dancers	Teacher Observation Performance Task Student Project	Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2.A.3 There are distinct differences between pedestrian movements and formal training in dance.			Teacher Observation In-Class Activity Summative Assessment	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
1.1.2.A.4The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.	Body patterning		Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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Focus Topic: MUSIC		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.B.1 Ear training and listening skill are prerequisites for musical literacy.	Elements of music Ear training and listening skill	http://edu.americangraduate.org/category/resources/subjects/arts/	Student Project Research Project Exit Ticket Summative Assessment	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2 The elements of music are foundational to basic music literacy.		http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/	Research Project Summative/Formal Assessment	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3 Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.			Research Project Student Hands On Activity Exit Ticket Performance Task	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2.B.4 Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.	Musical families		Summative Assessment Research Project Performance Task Class Discussion	Categorize families of instruments and identify their associated musical properties.

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Focus Topic: THEATRE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.C.1 The elements of theatre are recognizable in theatrical performances.	Elements of theatre	https://www.google.com/culturalinstitute/beta/project/performing-arts	Teacher Observation Student Project	Identify basic elements of theatre and describe their use in a variety of theatrical performances.
1.1.2.C.2 Theatre artists use precise vocabulary when staging a play.			Teacher Observation Performance Task Exit Ticket Student Project	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.			Teacher Observation Performance Task Class Discussion Student Project Peer Evaluation	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
1.1.2.C.4 The technical theatrical elements and theatre architecture are inherent in theatrical design and production.	Technical theatrical elements		Research Project Summative/Formative Assessment	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

Visual and Performing Arts

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: VISUAL ART		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.D.1 The basic elements of art and principles of design govern art creation and composition.	Elements of art Principles of design	http://www.state.nj.us/education/modelcurriculum/vpa/v/	Teacher Observation Performance Task Exit Ticket	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2 Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.			Summative Assessment Student Project Class Discussion	Identify elements of art and principles of design in specific works of art and explain how they are used.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Focus Topic: HISTORY OF THE ARTS AND CULTURE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.2.2.A.1 Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	Historical eras	https://www.google.com/culturalinstitute/beta/ http://fileserver.net-texts.com/asset.aspx?dl=no&id=12209	Research Project Summative/Formative Assessment Performance Task	Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
1.2.2.A.2 The function and purpose of art-		https://www.google.com/culturalinstitute/beta/project/lati	Summative/Formative	Identify how artists and specific

making across cultures is a reflection of societal values and beliefs.		no-cultures	Assessment Class Discussion	works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
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1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Focus Topic: DANCE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.A.1 The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	Improvisational Accompaniment Themes	https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_Dancing_on_the_Freedom_Trail	Teacher Observation Performance Task Exit Ticket In-Class Activity	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2.A.2 The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.	Composition Elements of dance		Student Project Peer and Self-Evaluation In-Class Activity Exit Ticket	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
1.3.2.A.3 sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.	Spatial		Summative Assessment Teacher Observation Peer Evaluation	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances.	Locomotor Non-locomotor		Performance Task Self and Peer Evaluation Student Project	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

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Focus Topic: MUSIC		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.		http://nj.pbslearningmedia.org/resource/5751a7f9-9aec-43de-b43e-0f0f3cbe52fd/219-blossom-and-snappy-learn-about-music-count-on-it/	Teacher Observation Formative/Summative Assessment Rubrics	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2 Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound.	Vocal placement		Teacher Observation In-Class Activity Rubrics	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3 Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.	Orff instruments		Student Project Teacher Observation	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2.B.4 Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.	Home tone		Student Project Teacher Observation Rubrics	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique

				while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5 Improvisation is a foundational skill for music composition.	Music composition Ostinatos		Teacher Observation In-Class Activity Performance Task Self-Evaluation	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2.B.6 Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.	Music composition		Teacher Observation In-Class Activity Performance Task Peer-Evaluation	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2.B.7 Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.	Cues		Teacher Observation In-Class Activity	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

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Focus Topic: THEATRE

Grade Levels: K-2 (By the end of grade 2)

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.C.1 Plays may use narrative structures to communicate themes.	Narrative structures	https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_Dancing_on_the_Freedom_Trail	Teacher Observation In-Class Activity Formative/Summative Assessment	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2 Actors use voice and movement as tools for storytelling.	Voice Pantomimes		Teacher Observation Performance Task In-Class Activity	Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3 Voice and movement have broad ranges of expressive potential.	Expressive potential		Teacher Observation Exit Ticket Formative Assessment	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

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Focus Topic: VISUAL ARTS

Grade Levels: K-2 (By the end of grade 2)

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.D.1 Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	Elements of art Medium Art Media Two -Dimensional Three-Dimensional	https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster	Student Project Portfolios In-Class Activity Formative/Summative Assessment Rubric Exit Ticket	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2 Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.	Principals of Design Visual Communication Oral Stories Pictorial Representation		Student Project Portfolios In-Class Activity Formative/Summative Assessment	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
1.3.2.D.3 Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.			Summative Assessment Rubric Research Project	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
1.3.2.D.4 Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	Art Mediums Art media		Summative Assessment Rubric Research Project	Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media .
1.3.2.D.5 Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.			Student Project Formative/Summative Assessment In-Class Activity Exit Ticket	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media .

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Focus Topic: AESTHETIC RESPONSE		Grade Level: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.2.A.1 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	Exemplary works	http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Research Project Performance Task Rubric Formative/Summative Assessment	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			Research Project Performance Task Rubric Formative/Summative Assessment	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.3 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			In-Class Activity Student Project Rubric Summative Assessment Exit Ticket	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.4 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			Research Project Class Discussion	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Focus Topic: CRITIQUE METHODOLOGIES		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.			Formative/Summative Assessments Class Discussion Student Project	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.			Class Discussion Student Project Peer Evaluation	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.			Class Discussion Observation	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: DANCE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmark/ Assessment	Student Evidence
1.1.5.A.1 Basic choreographed structures employ the elements of dance.	Elements of dance Choreographic structure	http://www.state.nj.us/education/modelcurriculum/vpa/d/5u1.shtml	Performance tasks Student Project In-Class Activity Formative/Summative Assessment	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.2 Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.			Performance Task Student Project In-Class Activity Formative/Summative Assessment	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.1.5.A.3 Musical and non-musical forms of sound can affect meaning in choreography and improvisation.			Class Discussion Exit Ticket In-Class Activity	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

<p>1.1.5.A.4 Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).</p>	<p>Body patterning Balance</p>		<p>Formative/Summative Assessment Student Project Exit Ticket</p>	<p>Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.</p>
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Focus Topic: MUSIC		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</p>	<p>Ear training Listening skill</p>	<p>http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/</p>	<p>Class Discussion Student Project/Journal Exit Ticket</p>	<p>Identify the elements of music in response to aural prompts and printed music notational systems.</p>
<p>1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.</p>	<p>Elements of music</p>		<p>Student Project Performance Task In-Class Activity</p>	<p>Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>

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Focus Topic: THEATRE	Grade Levels: 3-5 (By the end of grade 5)		
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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.5.C.1 The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.).	Characteristics of a well-made play	https://www.google.com/culturalinstitute/beta/project/performance-arts http://www.state.nj.us/education/modelcurriculum/vpa/t/3u1.shtml http://www.state.nj.us/education/modelcurriculum/vpa/t/5u1.shtml	Class Discussion Student/Research Project Summative Assessment	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2 The actor’s physicality and vocal techniques have a direct relationship to character development.			Class Discussion Summative Assessment Observation Student/Research Project	Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
1.1.5.C.3 Time, place, mood, and theme are enhanced through use of the technical theatrical elements.	Technical theatrical elements		Class Discussion Performance Task Exit Ticket	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
1.1.5.C.4 Sensory recall is a technique actors commonly employ to heighten the believability of a character.	Sensory recall		Student Project In Class Activity/Exit Ticket	Explain the function of sensory recall and apply it to character development.

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Focus Topic: VISUAL ART		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence

Visual and Performing Arts

1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	Elements of art Principles of design	http://www.state.nj.us/education/modelcurriculum/vpa/v/	Class Discussion Performance Task Formal/Summative Assessment Exit Ticket	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 The elements of art and principles of design are universal.	mediums		Research/Student Project Rubric Performance Task	Compare and contrast works of art in various mediums that use the same art elements and principles of design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Focus Topic: HISTORY OF THE ARTS AND CULTURE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/Assessments	Student Evidence
1.2.5.A.1 Art and culture reflect and affect each other.		http://www.smithsoniansoeruce.org/display/lessonplan/viewdetails.aspx?TopicId=1007&LessonPlanId=1006 http://www.smithsoniansoeruce.org/display/lessonplan/viewdetails.aspx?TopicId=1007&LessonPlanId=1006 http://fileserver.net-texts.com/asset.aspx?dl=n&id=12209 http://fileserver.net-texts.com/asset.aspx?dl=n&id=12138 http://www.state.nj.us/edu	Class Discussion Exit Ticket	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.	Art genres		Performance Task Research/Student Project Summative Assessment	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.			Performance Task Research/Student Project Formative/Summative Assessments Rubric	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

		cation/modelcurriculum/vpa/t/5u2.shtml		
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1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Focus Topic: DANCE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.A.1 Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.	Stimuli	http://www.state.nj.us/education/modelcurriculum/vpa/d/3u3.shtml	Student Project Teacher Observation Formative/Summative Assessment Performance Task	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.2 The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.	Improvisation		Student Project Teacher Observation Formative/Summative Assessment Performance Task	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.
1.3.5.A.3 Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.			Student/Peer Project Performance Task Rubric/Teacher Observation	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5.A.4 Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.	Kinesthetic principles Kinesthetic awareness		Hands On Project/Performance Task Exit Ticket Summative Assessment Teacher Observation	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

1.3.5.A.5 Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.			Student Project Performance Task Teacher Observation Rubric Summative Assessment	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
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Focus Topic: MUSIC		Grade Level: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.B.1 Complex scores may include compound meters and the grand staff.	Mixed meter Compound meter		Performance Task Teacher Observation Hands On Activity	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2 Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.	Vocal placement		Performance Task Teacher Observation Peer Evaluation	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3 Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.	Music composition		Performance Task Teacher Observation Hands On Activity	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.	Elements of music		Performance Task In Class Activity Teacher Observation	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

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Focus Topic: THEATRE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.C.1. A play’s effectiveness is enhanced by the theatre artists’ knowledge of technical theatrical elements and understanding of the elements of theatre.	Technical theatrical elements Elements of theatre	http://www.state.nj.us/education/modelcurriculum/vpa/t/3u3.shtml http://www.state.nj.us/education/modelcurriculum/vpa/t/5u3.shtml	Research/Student Project Performance Task Hands On Activity Summative Assessment	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.2 Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.			Performance Task Exit Ticket Teacher Observation	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

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Focus Topic: VISUAL ART		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.D.1 The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	Elements of art Principles of design	https://www.google.com/culturalinstitute/beta/project/latin-o-cultures	Performance Task Student/Peer Project Peer, Self-Evaluation Rubric/Summative	Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive

		https://www.google.com/culturalinstitute/beta/category/art-movement	Assessment	visual statements and that employ the elements of art and principles of design.
1.3.5.D.2 Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	Historical eras	https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster	Class Discussion In Class Activity Formative/Summative Assessment	Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
1.3.5.D.3 Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	genres		Class Discussion In Class Activity Formative/Summative Assessment Performance Task	Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
1.3.5.D.4 The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	Art media Art mediums		Research Project Performance Task Exit Ticket Summative Assessment	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
1.3.5.D.5 There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.			Self, Peer Evaluation Student Project Performance Task Formal/Summative Assessment Teacher Observation	Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Focus Topic: AESTHETIC RESPONSE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.5.A.1 Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).	Genres mediums Discipline-specific arts terminology	http://www.state.nj.us/education/modelcurriculum/vpa/t/3u2.shtml	Research Project In Class Activity Class Discussion Formative/Summative Assessment	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2 Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	Formalism		Class Discussion In Class Activity Research Project Exit Ticket	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.			Performance Task Student Project In Class Activity	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Focus Topic: CRITIQUE METHODOLOGIES		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.5.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.		http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html http://www.state.nj.us/education/modelcurriculum/vpa/d/3u2.shtml	Research Project Class Discussion Formative/Summative Assessment	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.2 Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.			Rubrics Self, Peer Evaluation Online Modules	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.	Discipline-specific arts terminology		Research Project Summative Assessment	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4 Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.			Research Project Online Modules Summative Assessment	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5 Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important			Research/Student Project Rubrics Summative Assessment Online Modules	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices

to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).				in the creation and performance of works of dance, music, theatre, and visual art.
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1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: DANCE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.A.1 Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.	Choreographic structures Elements of dance	http://www.state.nj.us/education/modelcurriculum/vpa/d/6u1.shtml http://www.state.nj.us/education/modelcurriculum/vpa/d/8u1.shtml	Observation Class Discussion	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
1.1.8.A.2 Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.		http://www.state.nj.us/education/modelcurriculum/vpa/d/8u1.shtml	Performance Task In Class Activity Summative Assessment	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
1.1.8.A.3 Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.	Arts media		Online Modules Research Project Class Discussion In Class Activity Observation	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).

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<p>1.1.8.A.4 The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.</p>	<p>Body patterning Balance</p>		<p>Performance Task Student Project Teacher Observation Rubric Formative/Summative Assessment</p>	<p>Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.</p>
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1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: MUSIC		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>1.1.8.B.1 Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p>	<p>Historical eras</p>	<p>http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/</p>	<p>Research Project Summative Assessment Class Discussion In Class Activity</p>	<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>
<p>1.1.8.B.2 Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p>	<p>Genres Elements of music</p>		<p>Research Project In Class Activity Rubrics Formative/Summative Assessments</p>	<p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>

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1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: THEATRE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.C.1 Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.	Historical eras	https://www.google.com/culturalinstitute/beta/project/performing-arts	Class Discussion Performance Task Formative/Summative Assessment	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
1.1.8.C.2 Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.		http://www.state.nj.us/education/modelcurriculum/vpa/t/6u1.shtml	Performance Task Research Project In Class Activity	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.		http://www.state.nj.us/education/modelcurriculum/vpa/t/7u1.shtml	Formative/Summative Assessment Journal Class Discussion	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
1.1.8.C.4 A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.		http://www.state.nj.us/education/modelcurriculum/vpa/t/8u1.shtml	Formative/Summative Assessment Class Discussion Journal	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Focus Topic: VISUAL ART	Grade Levels: 6-8 (By the end of grade 8)
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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	Historical eras Principles of design Elements of art	http://fileserv.net-texts.com/asset.aspx?dl=no&id=17317 https://www.google.com/culturalinstitute/beta/category/art-movement http://www.state.nj.us/education/modelcurriculum/vpa/v/	Class Discussion Journal Formative/Summative Assessment In Class Activity	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.			Research Projects Online Modules Journal Formative/Summative Assessments	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Focus Topic: HISTORY OF THE ARTS AND CULTURE	Grade Levels: 6-8 (By the end of grade 8)
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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.		http://fileserver.net-texts.com/asset.aspx?dl=no&id=77146	Performance Task Research Project Formative/Summative Assessment	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.		http://fileserver.net-texts.com/asset.aspx?dl=no&id=12209	Class Discussion Research Project Formative/Summative Assessment	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3 The arts reflect cultural mores and personal aesthetics throughout the ages.		http://fileserver.net-texts.com/asset.aspx?dl=no&id=12138 http://www.smithsonianso.org/display/lessonplan/viewdetails.aspx?TopicId=1007&LessonPlanId=1006	Journal Formative/Summative Assessment Class Discussion/Activity	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Focus Topic: DANCE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.A.1 Movement dynamics and qualities emphasize time, space, and energy. Movement	Movement affinities Effort actions		Performance Task Peer Evaluation Class Activity	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works

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affinities and effort actions impact dynamic tension and spatial relationships.			Teacher Observation	by manipulating aspects of time, space, and energy.
1.3.8.A.2 Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.			Performance Task Teacher Observation Rubric Student Project	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
1.3.8.A.3 Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.	Kinesthetic principles		Performance Task Teacher Observation Rubric Class Activity	Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
1.3.8.A.4 Technology and media arts are often catalysts for creating original choreographic compositions.	Media arts		Online Modules Performance Task Student Project Summative Assessment Rubric	Use media arts and technology in the creation and performance of short, original choreographic compositions.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Focus Topic: MUSIC		Grade Level: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.B.1 Western, non-Western, and avant-garde notation systems have distinctly different characteristics.		http://lessonplanspage.com/music/	Performance Task Teacher Observation	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.2 Stylistic considerations vary across genres, cultures, and historical eras.	Genres Historical eras		Performance Task Teacher Observation	Perform independently and in groups with expressive qualities appropriately aligned with the

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			Peer Evaluation Rubric	stylistic characteristics of the genre.
1.3.8.B.3 Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.			Student Project Summative Assessment	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4 Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.	Elements of music Historical eras Genres		Performance Task Summative Assessment	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Focus Topic: THEATRE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.C.1 Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.		https://educators.brainpop.com/bp-topic/drama/	Student Project Rubric Formative/Summative Assessments	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
1.3.8.C.2 Dramatic context and active	Physical skills			Create and apply a process for

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listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.	Vocal skills		Student Project Rubric Formative/Summative Assessments	developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
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1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Focus Topic: VISUAL ART		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	Art media Art mediums	http://artinaction.org/fre-sample/?gclid=CjwKEAIAxKrFBRDm25f60OegtwwSJABgEC-ZxwAcoqmPbhCIATwUHUUNcp4wTVrmxKk-V4di XvR1hoCGbjw_wcB	Performance Activity Rubric Research Project Hands On Activity Formative/Summative Assessments	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).
1.3.8.D.2 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with			Performance Activity Rubric Research Project Hands On Activity	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

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working in these mediums, are components of art-making.			Formative/Summative Assessments	
1.3.8.D.3 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology	Genres Discipline-specific art terminology	https://www.google.com/culturalinstitute/beta/project/latino-cultures	Class Discussions	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.
			In Class/Hands On Activity	
			Rubric	
1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	Historical eras		Performance Task	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.
			Student Project	
		Teacher Observation		
1.3.8.D.5 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.			Class Discussion	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.
			Performance Task	
			In Class Activity	
1.3.8.D.6 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.			Online Modules	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.
			Research/Student Project	
			Formative/Summative Assessment	

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Focus Topic: AESTHETIC RESPONSE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/	Student Evidence

			Assessments	
1.4.8.A.1 Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	Archetypal Consummate works of art	http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Class Discussion In Class Activity Formative/Summative Assessment	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2 Art may be used for utilitarian and non-utilitarian purposes.	Utilitarian Non-utilitarian		Research Project Rubric	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.	Historical era genre		Research Project Journal Formative/Summative Assessments	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4 Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.			Research Project Journal Formative/Summative Assessments	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.			In Class Activity Exit Ticket Formative/Summative Assessments	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.			Class Discussion Research Project Rubric	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7 Artwork may be both utilitarian and non-utilitarian. Relative			Research Project	Analyze the form, function, craftsmanship, and originality of

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merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.			Journal Formative/Summative Assessments	representative works of dance, music, theatre, and visual art.
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1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Focus Topic: CRITIQUE METHODOLOGIES		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.			Research Project Rubrics Journal	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.			Class Discussion In Class Activity Formative/Summative Assessments	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	Historical eras		Research Project Rubrics Journal	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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VISUAL ART

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.1.2.D.1	B	B	BL						
1.1.2.D.2	B	B	BL						
1.1.5.D.1				B	B	BL			
1.1.5.D.2				B	B	BL			
1.1.8.D.1							BL	BL	C
1.1.8.D.2							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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VISUAL ART

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.2.D.1	B	B	BL						
1.3.2.D.2	B	B	BL						
1.3.2.D.3	B	B	BL						
1.3.2.D.4	B	B	BL						
1.3.2.D.5	B	B	BL						
1.3.5.D.1				B	B	BL			

(B=Beginning; BL=Basic Literacy; C=Competency)

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VISUAL ART

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.5.D.2				B	B	BL			
1.3.5.D.3				B	B	BL			
1.3.5.D.4				B	B	BL			
1.3.5.D.5				B	B	BL			
1.3.8.D.1							BL	BL	C
1.3.8.D.2							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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VISUAL ART

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.8.D.3							BL	BL	C
1.3.8.D.4							BL	BL	C
1.3.8.D.5							BL	BL	C
1.3.8.D.6							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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HISTORY OF THE ARTS AND CULTURE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.2.2.A.1	B	B	BL						
1.2.2.A.2	B	B	BL						
1.2.5.A.1				B	B	BL			
1.2.5.A.2				B	B	BL			
1.2.5.A.3				B	B	BL			
1.2.8.A.1							BL	BL	C

(B=Beginning;BL=Basic Literacy; C=Competency)

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HISTORY OF THE ARTS AND CULTURE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.2.8.A.2							BL	BL	C
1.2.8.A.3							BL	BL	C

(B=Beginning;BL=Basic Literacy; C=Competency)

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DANCE

Standard	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1.1.2.A.1	B	B	BL						
1.1.2.A.2	B	B	BL						
1.1.2.A.3	B	B	BL						
1.1.2.A.4	B	B	BL						
1.1.5.A.1				B	B	BL			
1.1.5.A.2				B	B	BL			

(B=Beginning; BL= Basic Literacy; C=Competency)

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DANCE

1.1.5.A.3				B	B	BL			
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.1.5.A.4				B	B	BL			
1.1.8.A.1							BL	BL	C
1.1.8.A.2							BL	BL	C
1.1.8.A.3							BL	BL	C
1.1.8.A.4							BL	BL	C

(B=Beginning; BL= Basic Literacy; C=Competency)

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DANCE

1.3.2.A.1	B	B	BL						
1.3.2.A.2	B	B	BL						
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.2.A.3	B	B	BL						
1.3.2.A.4	B	B	BL						
1.3.5.A.1				B	B	BL			
1.3.5.A.2				B	B	BL			

(B=Beginning; BL= Basic Literacy; C=Competency)

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DANCE

1.3.5.A.3				B	B	BL			
1.3.5.A.4				B	B	BL			
1.3.5.A.5				B	B	BL			
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.8.A.1							BL	BL	C
1.3.8.A.2							BL	BL	C
1.3.8.A.3							BL	BL	C

(B=Beginning; BL= Basic Literacy; C=Competency)

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DANCE

1.3.8.A.4								BL	BL	C
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(B=Beginning; BL= Basic Literacy; C=Competency)

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MUSIC

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.1.2.B.1	B	B	BL						
1.1.2.B.2	B	B	BL						
1.1.2.B.3	B	B	BL						
1.1.2.B.4	B	B	BL						
1.1.5.B.1				B	B	BL			
1.1.5.B.2				B	B	BL			

(B=Beginning; BL= Basic Literacy; C=Competency)

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MUSIC

1.1.8.B.1								BL	BL	C
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th	
1.1.8.B.2								Bl	BL	C
1.3.2.B.1	B	B	BL							
1.3.2.B.2	B	B	BL							
1.3.2.B.3	B	B	BL							
1.3.2.B.4	B	B	BL							

(B=Beginning; BL= Basic Literacy; C=Competency)

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MUSIC

1.3.2.B.5	B	B	BL						
1.3.2.B.6	B	B	BL						
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.2.B.7	B	B	BL						
1.3.5.B.1				B	B	BL			
1.3.5.B.2				B	B	BL			
1.3.5.B.3				B	B	BL			

(B=Beginning; BL= Basic Literacy; C=Competency)

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MUSIC

1.3.5.B.4				B	B	BL			
1.3.8.B.1							BL	BL	C
1.3.8.B.2							BL	BL	C
Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.8.B.3							BL	BL	C
1.3.8.B.4							BL	BL	C

(B=Beginning; BL= Basic Literacy; C=Competency)

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THEATRE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.1.2.C.1	B	B	BL						
1.1.2.C.2	B	B	BL						
1.1.2.C.3	B	B	BL						
1.1.2.C.4	B	B	BL						
1.1.5.C.1				B	B	BL			
1.1.5.C.2				B	B	BL			

(B=Beginning; BL=Basic Literacy; C=Competency)

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THEATRE

Standard	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1.1.5.C.3				B	B	BL			
1.1.5.C.4				B	B	BL			
1.1.8.C.1							BL	BL	C
1.1.8.C.2							BL	BL	C
1.1.8.C.3							BL	BL	C
1.1.8.C.4							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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THEATRE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.2.C.1	B	B	BL						
1.3.2.C.2	B	B	BL						
1.3.2.C.3	B	B	BL						
1.3.5.C.1				B	B	BL			
1.3.5.C.2				B	B	BL			
1.3.8.C.1							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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THEATRE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.3.8.C.2							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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AESTHETIC RESPONSE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.4.2.A.1	B	B	BL						
1.4.2.A.2	B	B	BL						
1.4.2.A.3	B	B	BL						
1.4.2.A.4	B	B	BL						
1.4.5.A.1				B	B	BL			
1.4.5.A.2				B	B	BL			

(B=Beginning; BL=Basic Literacy; C=Competency)

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AESTHETIC RESPONSE

Standard	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
1.4.5.A.3				B	B	BL			
1.4.8.A.1							BL	BL	C
1.4.8.A.2							BL	BL	C
1.4.8.A.3							BL	BL	C
1.4.8.A.4							BL	BL	C
1.4.8.A.5							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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AESTHETIC RESPONSE

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.4.8.A.6							BL	BL	C
1.4.8.A.7							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

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CRITIQUE METHODOLOGIES

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.4.2.B.1	B	B	BL						
1.4.2.B.2	B	B	BL						
1.4.2.B.3	B	B	BL						
1.4.5.B.1				B	B	BL			
1.4.5.B.2				B	B	BL			
1.4.5.B.3				B	B	BL			

(B=Beginning; BL=Basic Literacy; C=Competency)

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CRITIQUE METHODOLOGIES

Standard	K	1st	2nd	3rd	4th	5th	6th	7th	8th
1.4.5.B.4				B	B	BL			
1.4.5.B.5				B	B	BL			
1.4.8.B.1							BL	BL	C
1.4.8.B.2							BL	BL	C
1.4.8.B.3							BL	BL	C

(B=Beginning; BL=Basic Literacy; C=Competency)

K-8 Warren Hills Curriculum

Modifications

Special Education Students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act..

GENERAL MODIFICATIONS:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

BEHAVIOR MODIFICATIONS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students At Risk of School Failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

K-8 Warren Hills Curriculum

Modifications

- Maximize use of community resources
- Connect family to school and school activities
- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English Language Learner Students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and Talented Students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

K-8 Warren Hills Curriculum

Modifications

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities