

# **Pequannock Township School District**

## **Curriculum Syllabus**

### **Performing Arts /First Grade**

#### **Course Description:**

The First Grade Performing Arts Class in Pequannock Township consists of a variety of student centered, age appropriate, active learning activities designed to meet the goals of the course. Students engage in singing, acting, dancing, playing classroom instruments, listening/viewing music, dance, and theater performances, improvising music, dance, and theater performances, and evaluating music, dance, and theater performances both individually and as members of ensembles and cooperative groups. There is an abundance of interdisciplinary study as lessons are often integrated with other subject areas. There are also many opportunities for students to perform, both formally and informally throughout the school year. The Course goals are aligned with New Jersey's Student Learning Standards in Visual and Performing Arts and the National Assessment of Educational Progress (NAEP) Framework for the Arts. The three units are designed to spiral with increasing complexity throughout the year and grade level, rather than be taught sequentially.

The purpose of performing arts education in the Pequannock Township Schools is to provide opportunities for students to develop their individual potential as musicians, dancers, and actors. Since the beginning of time, humans have used performing art forms as essential means of expression and transmission of central human values. Inherent in all people is the ability to create art with the voice, with the body, and with instruments. In the Pequannock Township Public Schools, each child is encouraged to discover and become confident in his/her own ability to create, perform, analyze and enjoy music, dance and theater through improvisation, singing, listening, playing instruments and dancing.

A performing arts education program in the elementary school serves as a fundamental process in the developmental and aesthetic growth of the child into adulthood. In addition to developing tools for learning, such as higher order thinking skills, problem solving, 21st Century skills, and the ability to work in groups, it also attunes the child to the beauty and enjoyment of the arts, the awareness of self-creative potential, the universality of the arts through the use of multi-cultural resources, and the success of reaching goals through group endeavor.

#### **Course Standards:**

The following is a list of NJSLS that describe what students are expected to know and be able to do as a result of successfully completing this course. The following NJSLS are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

<b>Standard</b>	<b>Strand</b>	<b>NJSLS</b>	<b>New Jersey Student Learning Standards (Indicator)</b>
<b>1.1 The Creative Process</b>	<b>A) Dance</b>	1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
		1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
		1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
		1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
	<b>B) Music</b>	1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
		1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
		1.1.2.B.3	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.C.3	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	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.
<b>1.2 History of the Arts and Culture</b>	<b>A) History of the Arts and Culture</b>	1.2.2.A.1	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	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
<b>1.3 Performance</b>	<b>A) Dance</b>	1.3.2.A.1	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	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	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
		1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

	<b>B) Music</b>	1.3.2.B.1	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	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
		1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
		1.3.2.B.4	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	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	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	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
	<b>C) Theatre</b>	1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
		1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.
		1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b>	<b>A) Aesthetic Responses</b>	1.4.2.A.1	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	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	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	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
	<b>B) Critique Methodologies</b>	1.4.2.B.1	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	Apply the principles of positive critique in giving and receiving responses to performances.	
		1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.	

## Scope and Sequence

### **Unit 1: The Elements of Dance, Music, and Theater (Ongoing)**

Standard 1.1 addresses the content knowledge and skills that are required to demonstrate proficiency in the creative process. In addition, the ability to create performing arts in Music, Dance, and Theater is integrally tied to NJSLS 1.4 in that a students' ability to aesthetically respond and critique their own performance necessarily informs their creative choices.

This Unit is ongoing throughout the school year. Historical objectives (Unit 2) and Performance objectives (Unit 3) should not be taught without a simultaneous focus on the various elements of each of the performing arts. Objectives from DOE SLS 1.1 will be addressed in every lesson.

### **Unit 2: History of the Performing Arts (Ongoing)**

Standard 1.2 requires that all students "understand the role, development, and influence of the arts throughout history and across cultures." Placing the study and performance of art forms within appropriate historical and cultural context is essential. Students should understand the events, artists, and cultural phenomena that have impacted the creation and

performance of dance, music, and theater. Similar to Unit 1, Unit 2 is integrally tied to NJCCCS 1.4 in that in order for students to be able to understand the impact that historical and cultural context have on performing arts, and vice versa, they must cultivate the skills to aesthetically respond to and critique their own performances, the performances of others, and performances throughout history.

This Unit is ongoing throughout the school year. Along with Units 1 and 3, the History of the Performing Arts (repertoire, performers, creators, historical issues, and events) will be presented and explored at a grade appropriate level. This unit is shorter than Unit 1 and 2, and will be used sporadically to provide cultural and historical context for the other objectives.

### **Unit 3: Performance (Ongoing)**

Students naturally gravitate toward performance, which provides a vehicle for self expression and communication with fellow performers as well as the audience. NJSLS 1.3 requires that students gain experience performing in a variety of settings and student groupings. According to the NJDOE, "NJSLS 1.4 addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique." The ability to critique and form an aesthetic response to performing arts is integrally tied to the Performance standards, and a necessary component of meeting the objectives.

This Unit is ongoing throughout the school year, as performance objectives (DOE SLS 1.3) will be included in virtually every lesson. Small, informal performances will take place each trimester for students in the class, other grade levels, other teachers, and/or administrators. The first grade classes will also present a major performance to the school and to family and friends during the third trimester.

## **Assessments**

Evaluation of student achievement in this course will be based on the following:

- Formative assessments during each class period
- Students' demonstration of singing, instrument playing, dancing, and acting
- Performance based assessments in music, dance, and theater standards
- Strategic questioning
- Grade level performance during the third trimester

## **Curriculum Resources**

**"Silver Burdett Making Music" series, "Music K-8, "150 American Folk Songs to Sing, Read, and Play," "120 Singing Games and Dances for Elementary Schools" by Lois**

Chotsky, Smithsonian Folkways Recordings <https://folkways.si.edu/>, “First Steps In Teaching Creative Dance To Children,” by Mary Joyce. “Aesop Fables On Stage,” by Julie Meighan, “Fairytale on Stage,” by Julie Meighan, “Teaching Drama: The Essential Handbook,” by Denver Casado. “Strike it Rich: Mallet Activities,” by Kriske and DeLellis, “The Book Of Movement Exploration,” by John Feierabend, PBS Learning Media: <https://nj.pbslearningmedia.org/subjects/the-arts/theater/>, <https://nj.pbslearningmedia.org/subjects/the-arts/dance/>, <https://nj.pbslearningmedia.org/subjects/the-arts/music/>

## Home and School Connection

The following are suggestions and/or resources that will help parents support their students:

- Parents can help their children by discussing with them their weekly performing arts classes and encouraging regular practice of the elements of music, dance, and theatre.
- Practice links to music and activities will be posted on the school website.