

Pequannock Township School District

Curriculum Syllabus

Performing Arts / 5th Grade

Course Description:

The Third 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:

Standard	Strand	NJSLS	New Jersey Student Learning Standards (Indicator)
1.1 The Creative Process	A) Dance	1.1.5.A.1	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	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
		1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
		1.1.5.A.4	Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
	B) Music	1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
		1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
	C) Theatre	1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
		1.1.5.C.2	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	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
		1.1.5.C.4	Explain the function of sensory recall and apply it to character development.
1.2 History of the Arts and Culture	A) History of the Arts and Culture	1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
		1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
		1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

1.3 Performance	A) Dance	1.3.5.A.1	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	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	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	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
		1.3.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
	B) Music	1.3.5.B.1	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	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
		1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
		1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
	C) Theatre	1.3.5.C.1	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	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

Scope and Sequence

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

NJCCCS 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 the NJCCCS 1.4 in that a students' ability to aesthetically respond and critique their own performance necessarily informs their creative choices.

Unit 2: History of the Performing Arts (Ongoing)

According to the NJDOE, "NJCCCS 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."

Similar to Units 1 and 2, the ability to integrate historical and cultural context into performing arts in Music, Dance, and Theater is integrally tied to the NJCCCS 1.4 in that a students' ability to aesthetically respond and critique their own performance necessarily informs the creative choices.

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. NJCCCS 1.3 requires that students gain experience performing in a variety of settings and student groupings. In addition, the ability to create performing arts in Music, Dance, and Theater is integrally tied to the NJCCCS 1.4 in that a students' ability to aesthetically respond and critique their own performance necessarily informs the creative choices.

Assessments

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

- Weekly skills/involvement in class
- Written and performance based assessments on music, dance, theatre topics and standards

- Verbally presenting knowledge of how different performing art forms reflect the time and culture in which they are created
- Composer research project
- Final concert performance at the end of the year

Curriculum Resources

Anchor Programs/Teacher Materials

Teacher 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, EZ-8 Recorder by Don Muro. [“Nine in One, Grr. Grr.”](#) by Cathy Spagnoli.

[Glossary of Terms - Dance](#)

[Shape in Dance Lesson Plan](#)

[Video: Elements of Drama](#)

[Video: Drama](#)

[Elements of Drama: Characters, Plot, Setting & Symbolism](#)

[Elements of Drama: Lesson Plan](#)

<http://www.pacificsites.com/~kidsplay/about.htm>

[Sensory Recall Lesson Format](#)

[5 W's of Theatre](#)

[Vocal/Physical Expression](#)

Bailey, Diane. Stage Management and Production. Rosen Publishing Group, Inc., 2009.

[Glossary of Terms - Theatre](#)

Dance Texts: <https://www.readworks.org/find-content#!q:Dance/g:t:0/f:0/pt:/features/>

Dance Artifacts: <https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation>

The Evolution of Dance:

https://www.ted.com/talks/the_1xd_in_the_internet_age_dance_evolves/up-next#t-408223

Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml

PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets=

[TED Talk: Why Do We Dance?](#)

[Navajo Bow and Arrow Dance](#)

[Dancing on the Freedom Trail](#)

[Telling a Story Through Dance](#)

<https://nj.pbslearningmedia.org/subjects/the-arts/dance/society-and-history-of-dance/>

[Theatre Lesson for Kids: History & Timeline](#)

[Theatre Lesson for Kids: History of Musical Theatre](#)

DeSpain, Lisa. Kids Musical Theater Anthology. Hal Leonard Corp., 2008

Meserve, Walter J., and Molly Ann Meserve. A Chronological Outline of World Theatre.

Feedback Theatre Books, 1992.

Teaching Rhythm in Dance: Ideas and Exercises: <https://www.tututix.com/teaching-rhythm-dance/>

Dancemaker App: <https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>

Heartbeat Dances: <https://www.youtube.com/watch?v=x5oq4ErAmW0>

The Skeleton Dance: <https://www.youtube.com/watch?v=Jpvuqj5nv6U>

Contemporary Dancing for Beginners: <https://www.youtube.com/watch?v=KstgOWbM6vk>

Hip Hop Dance Moves for Kids: <https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/>

Indian Folk Dance: <http://www.youtube.com/watch?v=-knKCPnRpR0>

Latin Folk Dance: <http://www.youtube.com/watch?v=qihYdSsLhXo>

Russian Folk Dance: <http://www.youtube.com/watch?v=niY0GZpQOSI>

[Acting for Kids: Episode 1](#)

Childdrama.com

Acting and Improvisation- Ackroyd, Judith, and Jo Boulton. Drama Lessons for Seven to Eleven-Year-Olds.

Routledge, 2012.

Home and School Connection

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

- Parents can help their students by encouraging regular practice of the elements of music, dance, and theatre.
- The Dancemaker app is particularly useful for getting the body warmed up into the various dance shapes: Dancemaker App:
<https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>
- A great website to sing the songs for the music program is www.musick8kids.com. Kids will be able to find recordings of the songs in their music program.
- Regular recorder practice starting in third grade is a great way to prepare students for their eventual study of a concert band instrument. www.musick8kids.com has links to recorder charts and songs to practice in addition to the ones we learn at school.
- Finally, [Broadway 4 Kids](#) is a great website your child can use to find out about various practice activities and practice information to enhance their theatre skills.