

To view the complete 2020 New Jersey Student Learning Standards for Visual and Performing Arts please visit: [Visual and Performing Arts](#)

Unit: Rhythm		Suggested Sequence: September
NJCCCS: 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.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. 1.3.2.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.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 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.		
NJSLS: 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities. 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. ● 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. ● 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance ● 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.		
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
Essential Questions: <ul style="list-style-type: none"> How does creating and performing in the arts differ from viewing the arts? 	Enduring Understandings: <ul style="list-style-type: none"> The arts serve multiple functions: enlightenment, education and entertainment. Though the artist's imagination and intuition drive the work, great arts requires skills and discipline to turn notions into a quality product. Underlying structures in art can be found via analysis and inference. 	
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> Interpret and create rhythmic patterns. Play basic quarter note rhythms on classroom percussion instruments Demonstrate rhythm through body movements 		
Instructional Materials/Resources: <ul style="list-style-type: none"> Classroom percussion instruments ActivBoard from which to read rhythmic patterns 	Suggested Vocabulary: <ul style="list-style-type: none"> Rhythm Movements Pulse Beat Silent beat 	Technology: iPod, CD player 9.4.2.Cl.1; 9.4.2.CT.2

Recommended Instructional Activities:

- Write rhythms on board for students to see
- Clap rhythms
- March Rhythms
- Repeat patterns vocally
- Play rhythms on instrument

Extension Strategies/Activities:

- Allow extra time for those who need to repeat the rhythmic phrase
- Teacher model

Cross-curricular Connections/Standards:

Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJSLSA.SL2

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

Performance Task: student will perform given and created rhythm patterns on instruments with 100% accuracy
Other Assessment Evidence: Rhythm worksheets.

Unit: Singing	Suggested Sequence: October
NJCCCS: 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 1.2.2.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. 1.3.2.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.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	
NJSLS: <ul style="list-style-type: none"> ● 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music. ● 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance. ● 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. 	
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
Essential Questions: <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? 	Enduring Understandings: <ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education and entertainment. ● The artistic process can lead to unforeseen or unpredictable outcomes.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> ● Identify melody of <i>Star Spangled Banner</i> ● Sing selected Songs about Bugs ● Describe different bugs, spiders ladybugs etc, 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● CD player ● CD's ● Books appropriate level that describe bugs: fiction and nonfiction ● piano 	Suggested Vocabulary: <ul style="list-style-type: none"> ● Sing ● Banner ● Rampart ● Twilight ● Perilous ● Spider ● Ladybug ● insect
Technology: iPod, CD player 9.4.2.CI.1; 9.4.2.CT.2	

Recommended Instructional Activities:

- Teach proper breathing techniques
- Teacher model songs through singing
- Discussion on bugs and where they can be found
- Read to students:
The Very Busy Spider
Alphabet Bugs
The Very Hungry Caterpillar

Extension Strategies/Activities:

- Allow for repeated times to hear and sing songs

Cross-curricular Connections/Standards:

Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJSLSA.SL2
21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

Performance Task: Sing song with reasonable tone quality; Participation

Unit: Singing, Form, Rhythm	Suggested Sequence: November
<p>NJCCCS:</p> <p>1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody</p> <p>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.</p> <p>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</p> <p>1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique</p> <p>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.</p> <p>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.</p>	
<p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy. ● 1.3A.2.Pr6b: Perform appropriately for the audience and purpose. <p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
<p>Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do underlying structures unconsciously 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. ● Underlying structures in art can be found via analysis and inference. ● The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.

Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none">● Read/ Identify / Count quarter and eighth note symbols● Recognize as basic written rhythmic notation● Identify form as shape in music● Describe Call /Response form (AKA Echo style)● Identify ending of song tonality	
Instructional Materials/Resources: <ul style="list-style-type: none">● CD player● CD's● Books appropriate level that describe bugs: fiction and nonfiction● piano	Suggested Vocabulary: <ul style="list-style-type: none">● Call / Response● Food groups● Form / Shape
	Technology: iPod, CD player 9.4.2.Cl.1; 9.4.2.CT.2

Recommended Instructional Activities: <ul style="list-style-type: none"> Teacher demonstrate singing and recording to illustrate form Use visuals to show analogy of form (describe shape of apple verses shape of banana) 	
Extension Strategies/Activities: <ul style="list-style-type: none"> Review words of the songs repeated times Write song words on board Solo singing builds confidence and also serves a demonstration for other students 	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <u>Performance Task:</u> Sing with reasonable tonal quality; Teacher observation; Participation	
Unit: Cultural Connection, Singing	Suggested Sequence: December
NJCCCS: 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. 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 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. NJSLS: <ul style="list-style-type: none"> 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music. 	
Big Ideas: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve the culture	
Essential Questions: <ul style="list-style-type: none"> Does art define culture or does culture define art? 	Enduring Understandings: <ul style="list-style-type: none"> Culture affects self-expression, whether we realize it or not.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> Sing and Identify songs that identify December and the holidays of the month Sind and identify High notes and Low notes Recognize pitch difference / Repeated notes 	
Instructional Materials/Resources: <ul style="list-style-type: none"> Piano CD's CD player Visuals on symbols that coordinate with the holidays 	Suggested Vocabulary: <ul style="list-style-type: none"> Christmas Hanukkah Kwanzaa Holiday culture
	Technology: iPod, CD player 9.4.2.CI.1; 9.4.2.CT.2

Recommended Instructional Activities:

- Sing / Identify songs with reasonable tonal quality
- Describe holiday symbols and associate with the appropriate holiday
- Sing / identify High vs. Low pitch

Extension Strategies/Activities

- Large and small group singing
- Solo singing

<ul style="list-style-type: none"> • Teacher role model singing • Opportunities for repetition 	
<p>Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: <u>Performance Task:</u> Teacher observation; Participation; Sing with reasonable tonal quality; Describe different holidays orally</p>	
<p>Unit: Form, Movement-Dance, Pitch</p>	<p>Suggested Sequence: January</p>
<p>NJCCCS: 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores . 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.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. 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. 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.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.</p>	
<p>NJSLS: 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas. <ul style="list-style-type: none"> • 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem. • 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device. • 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally. </p>	
<p>Big Ideas An understanding of the elements and principles of art is essential to the creative process and artistic production.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do underlying structures unconsciously guide the creation of art works? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Underlying structures in art can be found via analysis and inference. • The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> ● Identify 2 parts to song-Form AB ● Sing song in above cited form ● Describe verbally form ● Aurally distinguish form ● Listen to directions given by teacher for partner/circle games. ● Recognize importance of group success ● Participation ● Identify Solfege notes SOL-MI visually ● Sing different pitches from given written example of basic 2-line music notation 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● CD player ● CD's ● Written music notation examples 	Suggested Vocabulary <ul style="list-style-type: none"> ● SOL-MI ● pitch
	Technology: iPod, CD player 9.4.2.CI.1; 9.4.2.CT.2
Recommended Instructional Activities: <ul style="list-style-type: none"> ● Teacher introduction on AB form ● Teacher role model and sing ● Students sing with teacher ● Sing Sol-Mi 	

<ul style="list-style-type: none"> Teacher describe circle dance and demonstrate 	
Extension Strategies/Activities: <ul style="list-style-type: none"> Opportunities for repetition by students Use students for role model and demonstrate Written directions on the board Small /large group activities 	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Performance Task: Teacher observation; Body movements and motions; Sing with reasonable tone quality	
Unit: Listening, Pitch, Cultural Connection	Suggested Sequence: February
NJCCCS: 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. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 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. 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 .	
NJSLS: <ul style="list-style-type: none"> 1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama). 1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama). 	
Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production.	
Essential Questions: <ul style="list-style-type: none"> When is art criticism vital and when is it beside the point? Does art define culture or does culture define art? 	Enduring Understandings: <ul style="list-style-type: none"> The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks. Culture affects self-expression, whether we realize it or not.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> Perform pitch differences on classroom instruments from written example (SOL MI) Teacher will demonstrate performance as role model Identify steady beat / fast / slow beat from example Describe music through adulation process Songs of Slaves /stories related to music----<i>Follow the Drinking Gourd; Abiyayo</i>; foundation of Jazz Drums of Africa; songs and aural example 	

Instructional Materials/Resources: <ul style="list-style-type: none">● CD's● CD player● Books● Visuals● Bells● Written examples	Suggested Vocabulary: <ul style="list-style-type: none">● Slave songs● African drums● SOL MI● Steady beat● Pitch
	Technology: iPod, CD player 9.4.2.Cl.1; 9.4.2.CT.2

Recommended Instructional Activities: <ul style="list-style-type: none"> ● Play 2 line notation on bells using Sol-Mi 4 measure phrase ● Sing songs African history Follow the <i>Drinking Gourd; Abiyoyo</i> ● Play rhythm on drums --- World Drumming Book example 	
Extension Strategies/Activities: <ul style="list-style-type: none"> ● Large group instruction ● Small group performance ● Solo performance ● Opportunities for repetition of song and drumming 	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <u>Performance Task:</u> Teacher observation; Performance of 4 measure phrase w/bells using written example; Performance on drums; Description of music and steady beat; Oral response	
Unit: Form, Singing	Suggested Sequence: March
NJCCCS: 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.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.B.4 - Categorize families of instruments and identify their associated musical properties. 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. 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.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art. 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances. 1.3.2.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.	
NJSLS: 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music	
Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.	
Essential Questions: <ul style="list-style-type: none"> ● Why should I care about the arts? 	Enduring Understandings: <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● Experts can and do disagree about the value, power and source of art

Knowledge, Skills, and Instructional Objectives:

- Singing –Teacher demonstrate as model
- Play phrases on bells continue 2 pitch singing Solfege
- Animal songs

Instructional Materials/Resources:

- CD's
- CD player
- Visual pictures of animals

Suggested Vocabulary:

- Movement
- Slow
- Fast
- describe

		Technology: iPod, CD player 9.4.2.Cl.1; 9.4.2.CT.2
Recommended Instructional Activities: Sing songs: <ul style="list-style-type: none"> ● <i>Deep in the jungle</i> ● <i>Carnival of Animals</i> ● <i>Pink Panther</i> ● <i>Cats</i> ● <i>Lion King</i> ● <i>Never smile at a crocodile</i> 		
Extension Strategies/Activities: <ul style="list-style-type: none"> ● Small and large group activities ● Allow opportunities for repetition ● Solo singing 		
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8		
Suggested Assessments: <u>Performance Task:</u> Sing songs in form; Describe songs as related to animal (ex. large and slow= elephant; Hi pitch =bird); Display and verbally distinguish movement of song as coordinated with animal; Participation		
Unit: Instruments, Movement		Suggested Sequence: April
NJCCCS: 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.4 - Categorize families of instruments and identify their associated musical properties. 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.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments 1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art. 1.4.2.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		
NJSLS: <ul style="list-style-type: none"> ● 1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama). 		
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does creating and performing in the arts differ from viewing the arts? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • The arts serve multiple functions: enlightenment, education, and entertainment. • Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product. • The artistic process can lead to unforeseen or unpredictable outcomes.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Teach movements of dance in specialized patterns • Describe free movement and demonstrate as role model to keep steady beat • Play drums (bongo, gathering, hand and conga) in steady beat with given song example • Dance in large and small group play • History of drums 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • CD's • CD player 	<p>Suggested Vocabulary:</p> <ul style="list-style-type: none"> • Bongo • Conga

<ul style="list-style-type: none"> • Drums • Lesson book/examples 	<ul style="list-style-type: none"> • Drum • Gathering • Large group • Patterns • Steady beat <p>Technology: iPod, CD player 9.4.2.CI.1; 9.4.2.CT.2</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Teach dance patterns as role model • Ask for student volunteers • Sing and demonstrate dance patterns • Repetition of steps • Describe instruments 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Opportunities for repetition of dance steps • Small group instruction 	
<p>Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: <u>Performance Task:</u> Perform dance with 90% accuracy; Participation; Describe drums after oral questions; Describe history of drums after oral questions</p>	
<p>Unit: Rhythm, Solfege, Sing and Play</p>	<p>Suggested Sequence: May</p>
<p>NJCCCS: 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.4 - Categorize families of instruments and identify their associated musical properties. 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. 1.3.2.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.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments 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 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances. NJSLS: 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. <ul style="list-style-type: none"> • 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems. • 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity. </p>	
<p>Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production.</p>	

<p>Essential Questions:</p> <ul style="list-style-type: none">● How do underlying structures unconsciously guide the creation of art works?	<p>Enduring Understandings:</p> <ul style="list-style-type: none">● Underlying structures in art can be found via analysis and inference.● Breaking accepted norms often gives rise to new forms of artistic expression.
<p>Knowledge, Skills, and Instructional Objectives</p> <ul style="list-style-type: none">● Knowledge of sol-mi● Basis 2 line reading notation● Knowledge of stick use● Learn synchronized movements● Sing and play on bells student red written notation	

Instructional Materials/Resources: <ul style="list-style-type: none"> ● CD' s ● CD player ● Rhythm sticks 	Suggested Vocabulary: <ul style="list-style-type: none"> ● synchronized
Technology: iPod, CD player 9.4.2.CI.1; 9.4.2.CT.2	
Recommended Instructional Activities <ul style="list-style-type: none"> ● Teach synchronized patterns in short rhythmic phrases ● Coordinate with recordings ● Repetition of movements ● Read written rhythmic notation and play on bell 	
Extension Strategies/Activities: <ul style="list-style-type: none"> ● Allow opportunities for repetition and small group instruction ● Cooperative learning-have students help each other ● Teacher demonstrate whenever necessary 	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Performance Task: Perform synchronized pattern with music with 90% accuracy; Participation; Oral response to teacher questions	
Unit: Instruments, Singing, Pitch	Suggested Sequence: June
NJCCCS: 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.B.4 - Categorize families of instruments and identify their associated musical properties 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. 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.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. 1.4.2.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.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays	
Big Ideas: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.	
Essential Questions: <ul style="list-style-type: none"> ● Does art define culture or does culture define art? ● What is old and what is new in any work of art? 	Enduring Understandings <ul style="list-style-type: none"> ● Culture affects self-expression, whether we realize it or not. ● Every artist has a style; every artistic period has a style.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> ● Percussion Family: student will be able to describe characteristics ● Songs learn examples of Americana ● Knowledge of basis 2 line solfege notation 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● Percussion instruments ● CD's ● CD player ● Bells 	Suggested Vocabulary: <ul style="list-style-type: none"> ● Percussion family ● characteristics

- Written examples

Technology:

iPod, CD player

9.4.2.Cl.1; 9.4.2.CT.2

<ul style="list-style-type: none"> ● Piano 	
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> ● Teach - songs and words to: <ul style="list-style-type: none"> ● <i>My Country 'Tis of Thee</i> ● <i>This Land is Your Land</i> ● <i>You're A Grand Old Flag</i> ● <i>America the Beautiful</i> ● Teach percussion- that which is struck or shaker ● Show examples- demonstrate how to play and describe different shapes and sounds ● Students play instruments ● Play original created 4 measure phrase on bells using sol and mi 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> ● Allow opportunities for repetition ● Practice in small groups ● Teacher demonstrate again when needed 	
<p>Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: <u>Performance Task:</u> Perform 4 measure phrase with 100% accuracy; Sing songs with correct words and pitch; Describe and distinguish percussion instruments and characteristics</p>	

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
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- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
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- Use a spelling dictionary or electronic spell-checker

- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

<p>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.</p>		<p>Strand: D. Visual Art</p>
<p>NJCCCS: 1.1.2.D.1 Identify the basic elements of art and principles of design in diverse types of artwork. 1.1.2.D.2 Identify elements of art and principles of design in specific works of art and explain how they are used.</p>		
<p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. ● 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change. ● 1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama). 		
<p>Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production. Students will identify the basic elements of art and principles of design in diverse works of art. They will explain how the elements and principles are used. Students will compare and contrast works that use the same elements and principles.</p>		
<p>Essential Questions: What are the elements of art? What are the principles of design? What elements and principles do specific artists use? What principle of design did I use in my work? Does art have boundaries? How do underlying structures unconsciously guide the creation of art works?</p>		<p>Enduring Understandings: Underlying structures in art can be found via analysis and inference. Breaking accepted norms often gives rise to new forms of artistic expression. What is a line? What are the basic shapes and where are they found? How do artists get ideas for the art? What are the primary and secondary colors? What is a texture?</p>
<p>Knowledge, Skills, and Instructional Objectives: Recognize, name and draw basic geometric shapes. Recognize, name and draw organic shapes. Use varying lines from thick and thin to curved and straight. Arrange shapes in a significant manner. Recall primary colors and combine them to create mixed primaries. Review basic forms. Incorporate the use of patterns to enhance tracing and cutting skills.</p>		
<p>Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games</p>		<p>Suggested Vocabulary Elements of art, principles of design, shape, line, rectangle, oval, diamond, organic shapes, crescent, star, thick, thin, curved, mixed primary, form, tracing, cutting, pinch, hand shape, stamp, mixed media</p>
		<p>Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 9.4.2.CI.1; 9.4.2.CT.2</p>

Recommended Instructional Activities: Recognize, name and draw basic geometric shapes including circle, square, triangle, and heart, rectangle, oval and diamond. Recognize, name and draw organic shapes such as crescent and star. Use varying lines from thick and thin to curved and straight. Arrange shapes in a significant manner. Recall primary colors and combine them to create mixed primaries for use in a painting. Use clay to review basic forms. Incorporate the use of patterns to enhance tracing and cutting skills. Complete sculptures using pinch and hand shaping techniques. Create free expression works using the basic elements and principles. Complete a stamped image to show patterns in art. Create mixed media work to represent the elements and principles. Participate in small group and full class activities.	
Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	

<p>Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments</p>	
<p>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.</p>	<p>Strand: A. History of the Arts and Culture</p>
<p>NJCCCS: 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.</p>	
<p>NJSLS: 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit. ● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling. ● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials. ● 1.2.2.Cr1c: Explore form ideas for media art production with support. ● 1.2.2.Cr1d: Connect and apply ideas for media art production. ● 1.2.2.Cr1e: Choose ideas to create plans for media art production.</p>	
<p>Big Ideas: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. Students will recognize that societal values and beliefs are reflected in works of art. They will relate the common elements that define each genre. Students will identify various theme-based works of art. Students will recognize themes such as family and community. They will define works from various historical periods and world cultures. Students will describe how artists and art are affected by past and present cultures.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Does art define culture or does culture define art? ● What is old and what is new in any work of art? ● How important is “new” in art? ● How is an artist affected by a certain culture? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Culture affects self-expression, whether we realize it or not. ● Every artist has a style; every artistic period has a style. ● Why are jobs in art valuable? ● Why does pottery from different parts of the world look different? ● What makes a shape organic? ● How have textiles changed over time?
<p>Knowledge, Skills, and Instructional Objectives: Use historical, cultural and social influences to inspire a work of art, Use free expression in a painting. Create a work by hand shaping clay, discover the difference between a stamp and a painting. Create a basic running stitch.</p>	
<p>Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games</p>	<p>Suggested Vocabulary Hand shaping, stamp, painting, running stitch, textiles, sculpture, representational, print, antiquity</p>
	<p>Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 9.4.2.CI.1; 9.4.2.CT.2</p>

Recommended Instructional Activities: Create a nature inspired work of art. Interpret a famous work and create a painting or drawing using the work as inspiration. Create a sculpture using clay in a representational way. Create a design using a found object to print. Take inspiration from textiles in antiquity in a work.	
Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	

<p>Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments</p>	
<p>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.</p>	<p>Strand: D. Visual Art</p>
<p>NJCCCS: 1.3.2.D.1 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 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 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 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 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.</p>	
<p>NJSLS: ● 1.2.2.Cr2a: Explore form ideas for media art production with support. ● 1.2.2.Cr2b: Connect and apply ideas for media art production. ● 1.2.2.Cr2c: Choose ideas to create plans for media art production. ● 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making. ● 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces. ● 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p>	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. Students will show their knowledge and use various mediums, techniques and vocabulary to create works of art.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? ● What is the difference between two and three dimensional art? ● What symbols can be used in art? ● What medium did I use? ● How is art part of everyday life? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notion into a quality product. ● The artistic process can lead to unforeseen or unpredictable questions. ● How are new colors created?
<p>Knowledge, Skills, and Instructional Objectives: Create a work using basic stitches. Fold, fringe and curl to create a three dimensional work of art. Use proper painting techniques and show proper use and care of supplies. Use painting resist techniques. Create a free expression work using family, community or nature as inspiration. Derive a work using a famous work as inspiration. Combine cut paper and collage with painting techniques to create a mixed media work of art.</p>	

Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games	Suggested Vocabulary Inspiration, collage, techniques, sculpture, three dimensional
	Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 9.4.2.CI.1; 9.4.2.CT.2
Recommended Instructional Activities: Create a free expression work using family or community. Draw a tree for arbor day. Create a work inspired by an artist such as Van Gogh's Starry night. Create a mixed media work. Create a sculpture. Use supplies properly and show correct use and care of materials. Create a work using sewing.	

Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
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.	Strand: A. Aesthetic Responses
NJCCCS: 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.	
NJSLS: 1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context. ● 1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama). ● 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).	
Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret appreciate and extract meaning from the arts.	
Essential Questions: <ul style="list-style-type: none"> ● What is aesthetics? ● How did an artist use their imagination? ● Why should I care about the arts? ● What's the difference between a thoughtful and a thoughtless artistic judgment? 	Enduring Understandings: <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretations, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● Experts can and do disagree about the value, power and source of art.
Knowledge, Skills, and Instructional Objectives: Students will discover the word aesthetics and begin to talk about a work of art.	
Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games	Suggested Vocabulary: aesthetics

	<p>Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 9.4.2.CI.1; 9.4.2.CT.2</p>
<p>Recommended Instructional Activities: View and discuss works of art. Name elements seen in varying works. Discover how works by different artists can have elements that are the same. Use their imagination to decide what a work of art is about. Compare and contrast works of art from various genres.</p>	

Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
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.	Strand: B. Critique Methodologies
NJCCCS: 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.	
NJSLS: <ul style="list-style-type: none"> ● 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks. ● 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose. ● 1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama). ● 1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama). 	
Big Ideas: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
Essential Questions: <ul style="list-style-type: none"> ● How do I properly critique an artwork? ● When is art criticism vital and when is it beside the point? ● 	Enduring Understandings: <ul style="list-style-type: none"> ● The critical process of observing describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.
Knowledge, Skills, and Instructional Objectives: Students will discover the word critique and begin to understand the elements of critique. Discover the principles of critique and apply appropriate vocabulary. Discover themes in works of art.	
Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games	Suggested Vocabulary: critique Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 9.4.2.Cl.1; 9.4.2.Ct.2

Recommended Instructional Activities: Look at a work of art and decide its theme. Discuss a work of art using acceptable principles of critique. Learn to give and receive responses about a work of art.	
Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RL.1.4; RF.1.2; RF.1.4; W.1.7.; NJLSA.SL2	

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

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