

<b>Unit:</b> Rhythm, Solfege, Singing, Movement and Instruments		<b>Suggested Sequence:</b> September
<b>NJCCCS:</b> 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.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.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.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.		
<b>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</li> <li>● 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</li> </ul> 1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.  1.1.2.Re7a: Demonstrate movements in a dance that develop patterns. <ul style="list-style-type: none"> <li>● 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture</li> </ul> 1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology. 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How does creating and performing in the arts differ from viewing the arts?</li> <li>● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>● The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● Rhythm~ combine quarter note/eighth note patters</li> <li>● Solfege~ Interpret melodies based sol-mi pitch patterns</li> <li>● Singing~ Sing seasonal songs</li> <li>● Movement~ Complete basic dance steps to rhythm patterns</li> <li>● Instruments~ Use classroom percussions to complete basic melodies</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>● CDs</li> <li>● ActivBoard</li> <li>● Sticks</li> <li>● Bells</li> </ul>	<b>Suggested Vocabulary:</b> Quarter note/eight note Sol-mi pitch Rhythm Percussion	

<ul style="list-style-type: none"> <li>• songs</li> </ul>	<b>Technology:</b> iPod, CD player 9.4.2.Cl.1.;9.4.2.Cl.2
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>• Introduce rhythm pattern made of a combination of quarter notes and eighth notes</li> <li>• Practice identifying pattern using a variety of musical examples</li> <li>• Clap/stomp/dance out pattern made of a combination of quarter notes and eighth notes</li> <li>• Identify written rhythms and pitch combinations using musical examples</li> <li>• Use coral response to teacher/student sing written rhythms and pitch combinations</li> <li>• Distinguish classroom percussion instruments by sound, using percussion examples</li> <li>• Create and perform specific dance steps to select rhythm patters using teacher modeling</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>• Allow extra time for those who need to repeat the rhythmic patterns</li> </ul>	

<ul style="list-style-type: none"> <li>Teacher model</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b>  <u>Performance Task:</u> Student participation; Body motion; Singing with reasonable tone quality; completed 4 measures of a given phrase; Verbal response; Singing with accurate pitch; Dancing with accurate steps to music</p>	
<p><b>Unit:</b>  <b>Soflege, Instruments, and Dance</b></p>	<p><b>Suggested Sequence:</b>  <b>October</b></p>
<p><b>NJCCCS:</b>  1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores .  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.  1.2.2.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.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.  1.4.2.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 performance</p>	
<p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.</li> <li>1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</li> <li>1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</li> <li>1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</li> <li>1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</li> <li>1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</li> <li>1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.</li> </ul>	
<p><b>Big Ideas:</b>  Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> <li>To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>

<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Students will be able to identify and model:</b></p> <ul style="list-style-type: none"> <li>● Solfege~ Introduction to “La”</li> <li>● Instruments~ Combine singing and playing bells</li> <li>● Dance~ Combining song and dance</li> <li>● Movement~ Basic dance steps to rhythm patterns</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● CD</li> <li>● Written example on ActivBoard</li> <li>● Bells</li> <li>● Pencils</li> <li>● Papers</li> <li>● Percussion Instruments</li> <li>● CD Player</li> <li>● Piano</li> </ul>	<p><b>Suggested Vocabulary:</b>  “La”  Rhythm  Movement</p>
<p><b>Technology:</b>  iPod, CD player  9.4.2.CI.1.;9.4.2.CI.2</p>	
<p><b>Recommended Instructional Activities</b></p> <ul style="list-style-type: none"> <li>● Introduce the “la” syllable in solfege</li> <li>● Teacher sings the “la” syllable, followed by student repeat and response</li> <li>● Sing together “la” syllable</li> </ul>	

<ul style="list-style-type: none"> <li>● Introduce bells and melody patterns</li> <li>● Practice melody patterns as whole group</li> <li>● Perform on bells select melody patterns (4 measures) in unison with singing of Seasonal songs</li> <li>● Introduce basic dance steps to rhythms</li> <li>● Sing and perform in unison seasonal songs and basic dance steps</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>● Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps</li> <li>● Teacher model</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b>  <b>Performance Task:</b> Student participation; Body motion; Singing with reasonable tone quality on syllables Sol, Mi, La; Play 4 measures of music; Verbal response; Dancing with accurate steps</p>	
<p><b>Unit:</b>  <b>Solfege, Singing and Dance</b></p>	<p><b>Suggested Sequence:</b>  <b>November</b></p>
<p><b>NJCCCS:</b>            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.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.</p>	
<p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>● 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.</li> <li>● 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</li> <li>● 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</li> <li>● 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</li> <li>● 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).</li> </ul>	
<p><b>Big Ideas:</b>            Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does creating and performing in the arts differ from viewing the arts?</li> <li>● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>● The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Students will be able to identify and model:</b></p> <ul style="list-style-type: none"> <li>● Solfege~ Music composition</li> <li>● Singing~ Folk songs</li> <li>● Dance~ Dance composition</li> </ul>	

<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● CD player</li> <li>● ActivBoard</li> <li>● Books</li> <li>● Poems</li> <li>● Drums</li> <li>● Tambourines</li> <li>● “Eggs”</li> </ul>	<p><b>Suggested Vocabulary:</b></p> <p>Folk Song Tambourine</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>● Create basic melody patterns using Sol-Mi-La pitches</li> <li>● Identify a variety of folk songs using various musical compositions</li> </ul>	

<ul style="list-style-type: none"> <li>● Sing a variety of identified folk songs</li> <li>● Create a dance to accompany the folk songs using basic dance steps</li> <li>● Perform a dance to folk songs using basic dance steps</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>● Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps</li> <li>● Teacher model</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJSLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <b>Performance Task:</b> Student participation in body movements; Singing on pitch and with proper diction.	
<b>Unit:</b> <b>Singing and Rhythm</b>	<b>Suggested Sequence:</b> <b>December</b>
<b>NJCCCS:</b> 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.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 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	
<b>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</li> <li>● 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</li> <li>● 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</li> <li>● 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</li> <li>● 1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.</li> <li>● 1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).</li> <li>● 1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).</li> </ul>	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Students will be able to identify and model:</b></p> <ul style="list-style-type: none"> <li>• Rhythm~ Rhythm patters on instruments</li> <li>• Singing~ Seasonal/holiday songs</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• CD Player</li> <li>• ActivBoards</li> <li>• Paper</li> <li>• Pencils</li> <li>• Text Books</li> </ul>	<p><b>Suggested Vocabulary:</b>  Gathering drums  December Holiday words</p> <p><b>Technology:</b>  iPod, CD player  9.4.2.CI.1;;9.4.2.CI.2</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify selected songs that identify with the December holidays and winter season</li> <li>• Sing selected songs that identify with the December holidays and winter season</li> <li>• Perform rhythm patterns on classroom instruments; gathering drums, tambourine &amp; sticks, with accompanying CD player</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Allow extra time for those who need to repeat the rhythmic patterns</li> <li>• Teacher model</li> </ul>	



<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJSLA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <b>Performance Task:</b> Student participation; Singing on pitch and with proper diction; Play 4 measures of music	
<b>Unit:</b> <b>Solfege, Dance, Movement and Rhythm</b>	<b>Suggested Sequence:</b> <b>January</b>
<b>NJCCCS:</b> 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.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.	
<b>NJSLS:</b> 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. ● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world ● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.) ● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks. 1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed. 1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama). ● 1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change. ● 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How does creating and performing in the arts differ from viewing the arts?</li> <li>● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>● The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"> <li>● Solfege~ Introduce "do" and "re"</li> <li>● Dance Movement and Rhythm~ Coordinate movement with rhythm using physical props</li> </ul>	

<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>● ActivBoard</li> <li>● CD player</li> </ul>	<b>Suggested Vocabulary:</b> Rhythm “do” “re”
<b>Technology:</b> iPod, CD player 9.4.2.CI.1;;9.4.2.CI.2	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>● Identify solfege pitches “do” and “re”</li> <li>● Sing and practice solfege pitches “do” and “re”</li> <li>● Introduce basic movements to selected rhythms using physical props</li> <li>● Practice and perform basic movements to selected rhythms using physical props</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>● Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps</li> <li>● Teacher model</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> Performance Tasks: Student participation; Singing on pitch: Do, re; Participation in proper body movement	
<b>Unit:</b> Solfege, Dance, and Form	<b>Suggested Sequence:</b> February

<p><b>NJCCCS</b></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>1.3.2.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.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.</p>	
<p><b>NJSLS:</b></p> <p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p> <ul style="list-style-type: none"> <li>● 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.</li> <li>● 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</li> <li>● 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.</li> <li>● 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.</li> <li>● 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).</li> </ul>	
<p><b>Big Ideas:</b></p> <p>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How does creating and performing in the arts differ from viewing the arts?</li> <li>● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>● The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Students will identify and model:</b></p> <ul style="list-style-type: none"> <li>● Solfege~ Syllables: Do, Re, Mi, Sol, La</li> <li>● Dance~ Movement to specific dance patterns (Funga-Alafia)</li> <li>● Form~ Song in Rounds form</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● Bells</li> <li>● Recordings</li> <li>● ActivBoard</li> <li>● Books</li> <li>● Paper</li> <li>● "Eggs"</li> <li>● Worksheet</li> </ul>	<p><b>Suggested Vocabulary:</b></p> <p>Funga-Alafia Round</p> <p><b>Technology:</b></p> <p>iPod, CD player 9.4.2.CI.1;;9.4.2.CI.2</p>
<ul style="list-style-type: none"> <li>● Melody</li> <li>● Rhythm sticks</li> <li>● Song Sheet</li> <li>● Staff</li> <li>● Pencils</li> <li>● Piano</li> <li>● Original Songs</li> </ul>	

<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>● Identify solfege pitches Do, Re, Mi, Sol, La</li> <li>● Practice singing solfege pitches Do, Re, Mi, Sol, La</li> <li>● Perform basic dance steps and hand motions to Funga-Alafia</li> <li>● Identify songs in Rounds – Rounds form</li> <li>● Practice and perform songs in rounds (2 part rounds of 8 measures)</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>● Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps</li> <li>● Teacher model</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJSLA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <b>Performance Task:</b> Student participation; Performance of dance sequence with a song; Singing on pitch 2 part rounds for 8 measures; Participation in proper body movement.	

<b>Unit:</b> Singing, Listening, and Texture		<b>Suggested Sequence:</b> March
<b>NJCCCS:</b> 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.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique art that evoke emotion and that communicate cultural meaning. 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>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously guide the creation of art works?</li> <li>Does art have boundaries?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> <li>Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"> <li>Singing~ Songs that demonstrate texture in music</li> <li>Texture~ Introduction to texture in music – the layer and arrangement of sounds</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>CD</li> <li>Recordings</li> <li>Bells</li> <li>“Eggs”</li> <li>Worksheets</li> <li>Piano</li> <li>Song Sheet</li> <li>ActivBoard</li> <li>Rhythm Sticks</li> </ul>		<b>Suggested Vocabulary:</b> Texture  <b>Technology:</b> iPod, CD player 9.4.2.CI.1.;9.4.2.CI.2
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Identify songs that demonstrate different textures</li> <li>Identify various types of textures</li> <li>Sing songs that demonstrate different textures</li> <li>Identify a variety of musical elements that make up texture in music</li> <li>Sing songs that include a variety of textures within</li> </ul>		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Allow extra time for those who need to repeat the rhythmic patterns</li> <li>Teacher model</li> </ul>		
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8		
<b>Suggested Assessments:</b> <u>Performance Tasks:</u> Student participation; Identification of texture in music; Singing on pitch 2 part rounds for 8 measures		

<b>Unit:</b> Instruments, Form, and Singing	<b>Suggested Sequence:</b> April
--	-------------------------------------

<p><b>NJCCCS:</b>          1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.          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</p>	
<p><b>Big Ideas:</b>          Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <i>Students will be able to identify and model:</i></p> <ul style="list-style-type: none"> <li>• Instruments~ Classroom percussion instruments</li> <li>• Form~ Rounds Form</li> <li>• Singing~ Animal song unit</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• CD</li> <li>• Recordings</li> <li>• Drums</li> <li>• Worksheets</li> <li>• Song Sheet</li> <li>• cymbals</li> <li>• ActivBoard</li> <li>• Rhythm Sticks</li> </ul>	<p><b>Suggested Vocabulary:</b>          Percussion          Round</p> <p><b>Technology:</b>          iPod, CD player          9.4.2.CI.1.;9.4.2.CI.2</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Introduce various percussion instruments; including distinguishing elements and sounds</li> <li>• Identify by sound and name a variety of classroom percussion instruments</li> <li>• Identify various songs in rounds</li> <li>• Sing various songs in rounds</li> <li>• Identify songs from the Animal Unit</li> <li>• Practice and sing songs from the Animal Unit</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Allow extra time for those who need to repeat the rhythmic patterns</li> <li>• Teacher model</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b>  <u>Performance Tasks:</u> Student participation; Participation in the identification of classroom instruments; Singing on pitch 2 part rounds for 8 measures</p>	
<p><b>Unit:</b>  <b>Rhythm, Solfege, and Singing</b></p>	<p><b>Suggested Sequence:</b>  <b>May</b></p>

**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.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).	
<b>NJSLS:</b> 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. ● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art. ● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change. 1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How does creating and performing in the arts differ from viewing the arts?</li> <li>● To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>● The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"> <li>● Rhythm~ quarter note/eighth note patterns</li> <li>● Solfege~ Syllables: Do, Re, Mi, Sol, La</li> <li>● Singing~ Planet and Stars songs</li> </ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>● Recording</li> <li>● Cleaners</li> <li>● Worksheets</li> <li>● Books</li> <li>● Rhythm Sticks</li> <li>● Text(pg 34)</li> </ul>	<b>Suggested Vocabulary:</b> Rhythm Planet names Star names  <b>Technology:</b> iPod, CD player 9.4.2.Cl.1.;9.4.2.Cl.2
<b>Recommended Instructional Activities</b> <ul style="list-style-type: none"> <li>● Introduce the planets of the solar system and stars</li> <li>● Identify and sing songs about the planets of the solar system and stars</li> <li>● Identify, clap, and chant rhythm patterns with quarter and eighth notes</li> <li>● Identify and sing syllables: Do, Re, Mi, Sol, La</li> </ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>● Allow extra time for those who need to repeat the rhythmic patterns</li> <li>● Teacher model</li> </ul>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <b>Performance Tasks:</b> Student participation; Singing on pitch selected songs; Clapping and counting eighth note rhythm patterns in Duple meter; Singing on pitch: Do, Re, Mi, Sol, La	
<b>Unit:</b> <b>Singing and Instruments</b>	<b>Suggested Sequence:</b> <b>June</b>

<p><b>NJCCCS:</b></p> <ul style="list-style-type: none"><li>1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li><li>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.</li><li>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.</li><li>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.</li></ul> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"><li>● 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artwork</li><li>1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.</li></ul>
<p><b>Big Ideas:</b></p> <p>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Students will be able to identify and model:</b></p> <ul style="list-style-type: none"> <li>• Instruments~ String instruments</li> <li>• Singing~ Americana</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Grade 1 Text</li> <li>• CD</li> <li>• Instruments</li> <li>• All Game Pieces</li> <li>• Piano</li> </ul>	<p><b>Suggested Vocabulary:</b>          Violin          Viola          Cello          Bass</p> <p><b>Technology:</b>          iPod, CD player          9.4.2.Cl.1.;9.4.2.Cl.2</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss songs of America (patriotism)</li> <li>• Practice and sing songs of America (patriotism)</li> <li>• Introduce the string family</li> <li>• Identify by sight and sound the string family: violin, viola, cello, and bass</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Allow extra time for those who need to repeat the rhythmic patterns</li> <li>• Teacher model</li> </ul>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b>  <b>Performance Tasks:</b> Student participation; Identification of the string family: violin, viola, cello, and bass; Singing on pitch selected songs</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
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- 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
- Capture responses on an audio recorder
- 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><b>1.1 The Creative Process</b> - 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><b>Strand: D. Visual Art</b></p>
<p><b>NJCCCS:</b>          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><b>NJSLS:</b>          1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.          ● 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.</p> <p>1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.          1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p>	
<p><b>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.</b></p>	
<p><b>Essential Questions:</b> What are the elements of art? What are the principles of design? What elements of art and principles of design make each artists work unique? Does art have boundaries? How do underlying structures unconsciously guide the creation of art works?</p>	<p><b>Enduring Understandings:</b> 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? How do we create primary and secondary colors? How can different lines compose a design?</p>
<p><b>Knowledge, Skills, and Instructional Objectives:</b>          Show awareness that the size of elements can change a composition. Use textures to create new patterns. Create a work that shows a basic understanding of perspective and associate proportion to a work of art. View woven designs from antiquity and discuss the patterns and elements that make up a good design. Utilize color mixing techniques. Create a color palette using color mixing. Create a textural print with found objects. Show understanding of the basic elements of art and principles of design. Show various size elements in correct use. Incorporate textures in to a drawing. Employ symmetry in a work of art.</p>	
<p><b>Instructional Materials/Resources:</b>          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><b>Suggested Vocabulary</b>          Elements of art, principles of design, composition, texture, patterns, primary, secondary, perspective, proportion, woven design, free expression, palette, pen and ink, sculpture</p> <p><b>Technology:</b>          Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads,          9.4.2.CI.1.;9.4.2.CI.2</p>

<b>Recommended Instructional Activities:</b> Create a drawing which shows awareness that the size of elements can change a composition. Create a work which uses textures to create new patterns. Create a drawing that shows a basic understanding of perspective and associate proportion to a work of art. Create a woven design and discuss the patterns and elements used. Utilize color mixing techniques to create a free expression painting. Create a color palette using color mixing and create a work from the created palette. Employ paint to create a textural print with found objects. Create free expression works using the basic elements and principles. Create mixed media work to represent the elements and principles. Use pen and ink techniques to show textures and patterns. Create a sketch showing various size elements in correct use. Incorporate textures in to a drawing. Employ symmetry in a work of art. Complete a sculpture employing the basic elements and principles. Use the elements and principles to create a cohesive collage. Participate in small group and full class activities.	
<b>Extension Strategies/Activities:</b> Students will participate in art show activities.	



<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
<b>1.2 History of the Arts and Culture</b> – All students will understand the role, development, and influence of the arts throughout history and across cultures.	<b>Strand: A. History of the Arts and Culture</b>
<b>NJCCCS:</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>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.</li> <li>● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.</li> <li>● 1.2.2.Cr1c: Explore form ideas for media art production with support.</li> <li>● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</li> </ul>	
<b>Big Ideas:</b> 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.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Does art define culture or does culture define art?</li> <li>● What is old and what is new in any work of art?</li> <li>● How important is “new” in art?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Culture affects self-expression, whether we realize it or not.</li> <li>● Every artist has a style; every artistic period has a style.</li> <li>● How is paper used in different ways by different artists?</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> Create a woven design. Use papers to create a collage Describe various types of sculptures. Use spiral and slotting paper techniques. Use hand building techniques in a sculpture. Discover pen and ink techniques. Discover proper placement or self-portrait facial features. Discover symmetry in famous works. Imagine a fictional image and create a free expression work.	
<b>Instructional Materials/Resources:</b> 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	<b>Suggested Vocabulary:</b> Fictional image, symmetry, portrait, self-portrait, Audubon, pen and ink, antiquity, tabby weave, weaving, monoprint, tempera, spiral, slotting

	<b>Technology:</b> Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads, 9.4.2.CI.1.;9.4.2.CI.2
<b>Recommended Instructional Activities:</b> Take inspiration from a famous artist such as Audubon for a pen and ink drawing. Interpret a famous work and create a painting using the work as inspiration. Create a symmetrical drawing. Create a sculpture taking inspiration from works of antiquity. Use basic tabby weave to create a woven design. Take inspiration from a famous artist or culture in a collage. Create a monoprint in tempera. Employ paint to create a texture. Create a sculpture taking inspiration from various artists. Use spiral cutting and slotting techniques to create a sculpture. Create a portrait. Create a drawing using a famous work as inspiration. Derive a sculpture using a country as inspiration.	

<b>Extension Strategies/Activities:</b> Students will participate in art show activities.	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
<b>1.3 Performance</b> – 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.	<b>Strand: D. Visual Art</b>
<b>NJCCCS:</b> 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. <b>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.2.2.Cr1d: Connect and apply ideas for media art production.</li> <li>● 1.2.2.Cr1e: Choose ideas to create plans for media art production</li> <li>● 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.</li> <li>● 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.</li> <li>● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.</li> </ul>	
<b>Big Ideas:</b> 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.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● How does creating and performing in the arts differ from viewing the arts?</li> <li>● What is the difference between two and three dimensional art?</li> <li>● What symbols can be used in art?</li> <li>● What medium did I use?</li> <li>● How is art part of everyday life?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notion into a quality product.</li> <li>● The artistic process can lead to unforeseen or unpredictable questions.</li> <li>● How do mixed colors change a work of art as compared to primary colors?</li> <li>● How can an art medium change a work of art?</li> </ul>

<b>Knowledge, Skills, and Instructional Objectives:</b> Combine painting techniques to create unique papers for the use of collage. Derive inspiration from famous artists. Use paper stuffing techniques to create a free expression or assigned work. Use symbols in a work of art. Use visual arts vocabulary to describe a work of art. Use correct tools and mediums for a task. Create a portrait through observation.	
<b>Instructional Materials/Resources:</b> 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	<b>Suggested Vocabulary</b> Paper stuffing, medium, production, symbols, abstract, portrait, sculpture, surrealism, pen and ink  <b>Technology:</b> Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads

	9.4.2.Cl.1;;9.4.2.Cl.2
<p><b>Recommended Instructional Activities:</b>          Discuss a work of art and describe mediums and techniques used. View and describe a work as fitting in to a certain culture or era. Create a portrait. Create free expression works showing proper use and care of materials. Create a three dimensional work used a stuffed paper technique.</p>	
<p><b>Extension Strategies/Activities:</b>          Students will participate in art show activities.</p>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8.</p>	
<p><b>Suggested Assessments:</b>          Assessments may include rubric, teacher observation, portfolio and teacher created assessments</p>	
<p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> – 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.</p>	<p><b>Strand: A. Aesthetic Responses</b></p>
<p><b>NJCCCS:</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>NJSLS:</b>          ● 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.          1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.          1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p>	
<p><b>Big Ideas:</b> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret appreciate and extract meaning from the arts.</p>	

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the story behind this art work?</li> <li>● What qualities of aesthetics are used in a work of art?</li> <li>● What patterns do I see in this art work?</li> <li>● Why should I care about the arts?</li> <li>● What's the difference between a thoughtful and a thoughtless artistic judgment?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Aesthetics fosters artistic appreciation, interpretations, imagination, significance and value.</li> <li>● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>● Experts can and do disagree about the value, power and source of art.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b>          Students will discover the word aesthetics and begin to talk about a work of art.</p>	
<p><b>Instructional Materials/Resources:</b>          Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.</p> <p>Resources: Safari Montage, Posters, Works of art, Online Media</p>	<p><b>Suggested Vocabulary:</b> aesthetics</p> <p><b>Technology:</b>          Safari Montage, PowerPoint presentations, Online Media images,</p>

images, PowerPoint, Children's Books, Games	Art websites, iPads 9.4.2.Cl.1.;9.4.2.Cl.2
<b>Recommended Instructional Activities:</b> 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.	
<b>Extension Strategies/Activities:</b> Students will participate in art show activities.	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> – 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.	<b>Strand: B. Critique Methodologies</b>
<b>NJCCCS:</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. <b>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.</li> <li>● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.</li> <li>● 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.</li> <li>● 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.</li> <li>● 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.</li> <li>● 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.</li> </ul>	
<b>Big Ideas:</b> Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What is appropriate vocabulary in critique?</li> <li>● When is art criticism vital and when is it beside the point?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● The critical process of observing describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li> </ul>

<b>Knowledge, Skills, and Instructional Objectives:</b> 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.	
<b>Instructional Materials/Resources:</b> 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	<b>Suggested Vocabulary:</b> critique
	<b>Technology:</b> Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 9.4.2.Cl.1.;9.4.2.Cl.2
<b>Recommended Instructional Activities:</b> 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.	



<b>Extension Strategies/Activities:</b> Students will participate in art show activities.	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RL.2.4; RF.2.4; W.2.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8.	
<b>Suggested Assessments:</b> Assessments may include rubric, teacher observation, portfolio and teacher created assessments	

**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
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- 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
- Capture responses on an audio recorder
- 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)