

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

Unit: Rhythm, Singing, Instruments		Suggested Sequence: September	
NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.			
NJSLS: <ul style="list-style-type: none"> 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. NJSLS:			
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? 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? 		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 art requires skills and discipline to turn notions into a quality product. The artistic process can lead to unforeseen or unpredictable outcomes. 	
Knowledge, Skills, and Instructional Objectives: <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"> Rhythm~ 16th Notes in duple meter Singing~ Seasonal songs Instruments~ Classroom Instruments 			
Instructional Materials/Resources: <ul style="list-style-type: none"> CD Seating Charts Piano Textbook Xylophones Written Examples Written Music Score Mallets 		Suggested Vocabulary: Xylophone 16 th note Duple meter Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5	

Recommended Instructional Activities: <ul style="list-style-type: none"> ● Identify 16th Note rhythm patterns visually and orally ● Sing songs of Autumn with appropriate pitch ● Play 4 measures of classroom instruments, including xylophone, using proper playing technique as modeled by teacher 	
Extension Strategies/Activities: <ul style="list-style-type: none"> ● Allow extra time for those who need to repeat the rhythmic patterns ● Teacher model 	
Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Performance Tasks: Participation; Body Motions; Singing w/ reasonable tone quality; Verbal response; Play 4 measures of given melody	
Unit: Solfege, singing, Instruments	Suggested Sequence: October
NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	
NJSLS: <ul style="list-style-type: none"> ● 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. ● 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas. 	
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? ● 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? 	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 art requires skills and discipline to turn notions into a quality product. ● The artistic process can lead to unforeseen or unpredictable outcomes.

Knowledge, Skills, and Instructional Objectives: Students will be able to identify and model: <ul style="list-style-type: none"> ● Solfege~ Do, Re, Mi, Sol, La ● Singing~ Songs of the Native Americans ● Instruments~ Orff instruments: Bells, Xylophones, Drums 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● Song sheets ● Piano ● Recordings ● ActivBoard ● CD player 	Suggested Vocabulary: Bells Xylophones Drums Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: <ul style="list-style-type: none"> ● Identify/Sing syllables Do, Re, Mi, Sol, La ● Identify/Sing selected songs of Native American origin ● Identify and play Orff instruments: Bells, Xylophones, Drums for 8 measures of a given melody 	
Extension Strategies/Activities: <ul style="list-style-type: none"> ● Allow extra time for those who need to repeat the rhythmic patterns ● Teacher model 	
Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <u>Performance Tasks:</u> Participation; Body Motions; Singing w/ reasonable tone quality all know solfege notes; Verbal response; Play 8 measures of given melody	
Unit: Solfege, Instruments, Form	Suggested Sequence: November
NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	
NJSLS: <ul style="list-style-type: none"> ● 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill. ● 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance. ● 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content. ● 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content. 	
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? • 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? 	<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: Students will be able to identify and model:</p> <ul style="list-style-type: none"> • Solfege~ Do, Re, Mi, Sol, La • Instruments~ Brass Family • Form~ Rounds Form; 2 Part Songs 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • CD Player • Drums • Tambourines 	<p>Suggested Vocabulary: Tuba Trombone French Horn Trumpet</p> <p>Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Identify/Sing syllables Do, Re, Mi, Sol, La • Identify by sight and sound instruments of the Brass family: Trumpet, French Horn, trombone, tuba. • Sing/Perform selected songs with 2 part song melody structure 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Allow extra time for those who need to repeat the rhythmic patterns • Teacher model 	
<p>Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Performance Tasks: participation; body movements; verbal response; sing 8 measures round 2X</p>	
<p>Unit: Rhythm</p>	<p>Suggested Sequence: December</p>
<p>NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	

- 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.4.5.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.).
- 1.4.5.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.
- 1.4.5.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).
- 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

NJSLS:

- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

Big Ideas:

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

Essential Questions:

- How does creating and performing in the arts differ from viewing the arts?

Enduring Understandings:

- 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.

Knowledge, Skills, and Instructional Objectives:

Students will be able to identify and model:

- Rhythm~16th Note rhythm patterns.
- Singing~ Seasonal songs of the December holidays

Instructional Materials/Resources:

- Drums
- Tambourines
- Piano

Suggested Vocabulary:

Tambourine

		Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities:		
<ul style="list-style-type: none"> ● Create a class rhythm pattern consisting of quarter, 8th, and 16th notes ● Practice creating rhythm pattern consisting of quarter, 8th, and 16th notes ● Associate rhythm patterns using rhythmic notation. ● Identify/sing songs of the December holidays. 		
Extension Strategies/Activities:		
<ul style="list-style-type: none"> ● Allow extra time for those who need to repeat the rhythmic patterns ● Teacher model 		
Cross-curricular Connections/Standards:		
Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8		
Suggested Assessments:		
<u>Performance Tasks:</u> Participation; Body movements; Clapping and singing 16 th notes; Singing correct melody and pitches		

Unit: Solfege, Theory		Suggested Sequence: January
NJCCCS:		
1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.4.5.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).		
NJSLS:		
<ul style="list-style-type: none"> ● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 		
Big Ideas:		
An understanding of the elements and principles of art is essential to the creative process and artistic production.		
Essential Questions:		Enduring Understandings:
<ul style="list-style-type: none"> ● How do underlying structures unconsciously guide the creation of art works? ● Does art have boundaries? 		<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.
Knowledge, Skills, and Instructional Objectives:		
Students will be able to identify and model: <ul style="list-style-type: none"> ● Solfege~ Do, Re, Mi, Sol, La ● Theory ~ Pentatonic scale 		

Instructional Materials/Resources: <ul style="list-style-type: none"> • ActivBoard • CD Player • Bells 	Suggested Vocabulary: Pentatonic scale Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: <ul style="list-style-type: none"> • Identify/Sing syllables Do, Re, Mi, Sol, La • Introduce pentatonic scale (scale made up of whole tones) • Identify/play on bells the pentatonic scale (scale made up of whole tones) 	
Extension Strategies/Activities: <ul style="list-style-type: none"> • Allow extra time for those who need to repeat the rhythmic patterns • Teacher model 	
Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <u>Performance Tasks:</u> Participation; Body movements; Clapping and singing pentatonic scale; Singing correct melody and pitches	
Unit: Rhythm, Instruments, Dance	Suggested Sequence: February
NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.4.5.A1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. NJSLS: <ul style="list-style-type: none"> • 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices. • 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally 	
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? • 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? 	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 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: <i>Students will be able to identify and model:</i></p> <ul style="list-style-type: none"> ● Rhythm ~ Intro: Half notes and Whole notes. ● Instruments~ Play rhythm patterns on bells. ● Dance~ Line Dane; Folk Dance; Free Form Dance 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Pencils ● Melody ● Staff paper ● Original songs ● Poems 	<p>Suggested Vocabulary: Line Dance Folk Dance Free Form Dance Half note Whole note</p> <p>Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> ● Introduce half note and whole note ● Identify/clap half note and whole note rhythms in duple meter ● Identify rhythm patterns from musical rhythm notation ● Apply rhythm patterns on bells ● Playing rhythm patterns consisting of Half, Whole, quarter, 8th and 16th notes on Bells ● Demonstrate/perform a simple line dance ● Demonstrate basic Folk Dance ● Learn how to improvise in free form dance 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> ● Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps ● Teacher model 	
<p>Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: <u>Performance Tasks:</u> Participation; Body movements; Dance steps; Clap and sing half and whole note 4 measure phrase; Play 4 measure phrase using half and whole notes</p>	
<p>Unit: Jazz, Music Theater</p>	<p>Suggested Sequence: March</p>
<p>NJCCCS:</p> <p>1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.2 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</p> <p>1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.</p> <p>1.3.5.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>1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p> <p>1.4.5.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>1.4.5.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).</p> <p>1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.</p>	

NJSLS: 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
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: <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"> Jazz~ Intro: origins of Jazz; New Orleans and Jazz; Composers/performers of early Jazz; Scat singing. Music Theater~ Intro: Broadway. 	
Instructional Materials/Resources: <ul style="list-style-type: none"> Recordings CD player Rhythm sticks 	Suggested Vocabulary: Jazz New Orleans Scat Singing Broadway Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: <ul style="list-style-type: none"> Identify and describe the origins of Early Jazz. Identify and describe the birth of New Orleans Jazz Identify early Jazz performers/composers and their various contributions to Jazz Define Music Theater in America (Broadway) Describe the impact of Broadway on music theatre 	
Extension Strategies/Activities: <ul style="list-style-type: none"> Allow extra time for those who need to repeat the rhythmic patterns Teacher model 	
Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <u>Performance Tasks:</u> Participation; Verbal response; Written response	

Unit: Rhythm, Melody	Suggested Sequence: April
NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	
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"> How do underlying structures unconsciously guide the creation of art works? Does art have boundaries? 	Enduring Understandings: <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.
Knowledge, Skills, and Instructional Objectives: <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"> Rhythm~ Rhythm Patterns: duple meter. Melody 	
Instructional Materials/Resources: <ul style="list-style-type: none"> Recordings CD player Rhythm sticks 	Suggested Vocabulary: Duple meter Treble clef Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: <ul style="list-style-type: none"> Teacher models rhythm patterns in duple meter using proper rhythm notation Create/write rhythm patterns in duple meter using proper rhythm notation Identify the notes on the lines and spaces of the treble clef Identify names of notes on Lines and spaces on the treble clef 	
Extension Strategies/Activities: <ul style="list-style-type: none"> Allow extra time for those who need to repeat the rhythmic patterns Teacher model 	
Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <u>Performance Tasks:</u> Participation ; Written response; Verbal response	
Unit: Recorder	Suggested Sequence: May
NJCCCS: 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.2 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and	
balance in musical compositions. 1.4.5.A1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	
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? • 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? 	<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: Students will be able to identify and model:</p> <ul style="list-style-type: none"> • Recorder unit- Parts of the recorder; Care and Assembly; Play Notes G,A,B 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Recorder • Cleaning materials • Books 	<p>Suggested Vocabulary: Recorder</p> <p>Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Identify parts of the recorder • Learn how to assemble, clean and care for the recorder • Identify/play G,A,B on the recorder 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps • Teacher model 	
<p>Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: <u>Performance Tasks:</u> Participation; Performance on recorder; Verbal response; Assembly and clean of recorder; Play 4 measures of written notation on recorder</p>	
<p>Unit: Recorder</p>	<p>Suggested Sequence: June</p>

<p>NJCCCS: 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.</p>	
<p>NJSLS: 1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). • 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context. • 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p>	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does creating and performing in the arts differ from viewing the arts? • 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? 	<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: Students will be able to identify and model:</p> <ul style="list-style-type: none"> • Recorder unit- play notes G,A,B,C,D; perform Simple songs 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • Recorder • Textbook 	<p>Suggested Vocabulary: Recorder, rhythmic patterns</p> <p>Technology: iPod, CD player 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Review recorder parts and care • Identify/Play G,A,B,C,D on the recorder • Play/perform simple songs applying music notation and proper playing technique • Perform simple songs as an individual and in a small group 	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> • Allow extra time for those who need to repeat the rhythmic patterns • Teacher model 	
<p>Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJSLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	

Suggested Assessments:

Performance Tasks: Participation; Play in groups of 6 people; Play 8 measures of melody in written notation

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
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- Use manipulatives to teach or demonstrate concepts
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- 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: 1.1.5.D.1 – Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 – Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> • 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects. • 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers. 		
<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. Students will be able to identify the elements that are apparent in everyday life. They will understand the elements and principles are universal and can help to form an understanding of how art and design can improve and change our lives.</p>		
<p>Essential Questions: In what ways can the elements of art and principles of design be used to affect everyday life? What are the ways artists use the same elements and principles to create diverse works of art? 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 elements of design and principles of art are used to create everyday objects? How does proportion affect an artwork? How is space shown in a work of art? What does balance mean in a work of art? What patterns can be found in art? How can objects be drawn to show an understanding of space and proportion in a work of art?</p>	
<p>Knowledge, Skills, and Instructional Objectives: Show awareness of two dimensional space and relationships between elements. Recognize concepts of design and repetition in nature. Exhibit awareness of basic proportions. Recognize basic body form. Show awareness of perspective and incorporate basic rules of foreground, background, size and detail. Show an understanding of design and repetition. Apply an understanding of color using knowledge of warm, cool, primary and secondary colors. Create an abstract design. Create works using the basic elements and principles.</p>		
<p>Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.</p> <p>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, space, repetition, design, body form, stick figure, foreground, middle ground, background, value, shade, tint, abstract</p>	<p>Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>

Recommended Instructional Activities:
Show awareness of two dimensional space and relationships between elements in an assigned drawing. Recognize concepts of design and repetition in nature and incorporate this in to a drawing. Recognize basic body form and show an understanding with a stick figure study. Show awareness of perspective and incorporate basic rules of foreground, background, size and detail in a painting or drawing. Create a scratch design which shows an understanding of design and repetition. Create a painting showing various values of a color and incorporate color mixing to create tints and shades of a color. Create a free expression or assigned work using collage to create an abstract design. Create free expression works using the basic elements and principles. Create mixed media work to represent the elements and principles. Complete a sculpture incorporating form. Complete a collage using abstract forms. Participate in small group and full class activities.

<p>Extension Strategies/Activities: Students will participate in art show activities.</p>	
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Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
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.	Strand: A. History of the Arts and Culture
NJCCCS: 1.2.5.A.1 – Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.2 – Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. 1.2.5.A.2 – Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. NJSLS: <ul style="list-style-type: none"> ● 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials. ● 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods. ● 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others. ● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice. ● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment. ● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement. 	
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 learn about various artists and how their contributions affected history.	
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? ● How important is “new” in 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. ● Why do colors make you feel a certain way? ● Where do artists get ideas for sculptures?
Knowledge, Skills, and Instructional Objectives: Derive an image using a famous work as inspiration and include a figure in the drawing. Create a work using basic perspective. Interpret a still life. Recognize and use pastel techniques and use blending. Use a crayon resist. Create a sculpture using modeling clay. Discover the art of origami.	
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 Foreground, background, size, detail, perspective, figure, still life, blending, crayon resist, sculpture, origami, stitching, Pop Art, Oldenburg, coil pot, O’Keeffe, pastel, burlap, sewing, plastic canvas, needle

	Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: Create a crayon resist using nature as inspiration. Create a pop art sculpture inspired by Oldenburg or other artists. Create a coil pot. Create a work showing foreground, background, size and detail in a landscape. Create a work by observing natural objects. Create a pastel drawing using O'Keeffe or other artists as inspiration. Create a 3-D form using origami. Use yarn and burlap or plastic canvas to sew using various techniques.	
Extension Strategies/Activities: Students will participate in art show activities.	

Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
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.	Strand: D. Visual Art
NJCCCS: 1.3.5.D.1 Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age- appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. 1.3.5.D.3 Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. 1.3.5.D.4 Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. 1.3.5.D.5 Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. NJSLS: <ul style="list-style-type: none"> ● 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork. ● 1.2.5.Cr1e: Model ideas and plans in an effective direction. ● 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	
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. They will identify characteristics of artworks from diverse cultures and genres to build further knowledge. Students will work individually and collaboratively to create works to be shared in and out of the art room.	
Essential Questions: <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? ● 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? ● What culture or era is my art work inspired by? ● What genre of art is my work inspired by? 	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 art requires skills and discipline to turn notion into a quality product. ● The artistic process can lead to unforeseen or unpredictable questions. ● How can making new color choices change a work of art?

Knowledge, Skills, and Instructional Objectives:

Create a free expression or assigned work. Describe a work of art using proper vocabulary related to medium, genre, etc. Show proper use and care of materials. Create a three dimensional work using mixed media. Incorporate collage and sculpture to create a unique work. Use symbols to create a design. Use the theme of family or school to create a work.

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

Pop art, aborigines, symbols, abstract, Nevelson, sculpture, collage, impressionism, cubism

	<p>Technology:</p> <p>Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p>Recommended Instructional Activities: Create a work inspired by aboriginal symbols. Show proper use and care of materials. Describe the characteristics of pop art and create a sculpture. Create works which are abstract and representational. Create an abstract sculpture using Louise Nevelson as inspiration in a group project. Create an impressionistic work of art.</p>	
<p>Extension Strategies/Activities: Students will participate in art show activities.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments</p>	
<p>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.</p>	<p>Strand: A. Aesthetic Responses</p>
<p>NJCCCS: 1.4.5.A.1 – Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 – Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.A.3 – Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). NJSLS: ● 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics). ● 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy 1.5.5.Pr5a: Prepare and present artwork safely and effectively</p>	
<p>Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret appreciate and extract meaning from the arts.</p>	

Essential Questions:

- How does this art work show personal or societal values?
- How would I classify this work of art?
- Why should I care about the arts?
- What's the difference between a thoughtful and a thoughtless artistic judgment?

Enduring Understandings:

- 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 use correct arts terminology to categorize works of art based on classifications. Students will make informed aesthetic responses. Demonstrate how art communicates ideas about values. Explain how works show imagination.

<p>Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.</p> <p>Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games</p>	<p>Suggested Vocabulary: aesthetics</p>
<p>Technology: Safari Montage, PowerPoint presentations, Online Media images, Art websites, iPads 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>	
<p>Recommended Instructional Activities: View and discuss works of art. Use proper terminology to describe works.</p>	
<p>Extension Strategies/Activities: Students will participate in art show activities.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments</p>	
<p>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.</p>	<p>Strand: B. Critique Methodologies</p>
<p>NJCCCS: 1.4.5.B.1 – Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 – Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 – Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 – Define technical proficiency, using the elements of the arts and principles of design. 1.4.5.B.5 – Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences. ● 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events ● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses. ● 1.5.5.Re7b: Analyze visual arts including cultural associations 	
<p>Big Ideas: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</p>	

<p>Essential Questions:</p> <ul style="list-style-type: none"> • When I critique an artwork what am I looking for? • When is art criticism vital and when is it beside the point? 	<p>Enduring Understandings:</p> <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.
<p>Knowledge, Skills, and Instructional Objectives: Use critique to assess the application of the elements of art and principles of design. Use tools such as rubrics for self-assessment and objectivity when appraising peers. Use specific arts terminology to evaluate strengths and weaknesses in a work. Define a works technical proficiency.</p>	
<p>Instructional Materials/Resources: 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>Suggested Vocabulary: critique</p> <p>Technology: Safari Montage, PowerPoint presentations, Online Media images,</p>

images, PowerPoint, Children's Books, Games	Art websites, iPads 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: Use a rubric to assess and critique works of art. Use proper arts terminology to discuss and assess works of art. Use appropriate critique techniques.	
Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RF.3.4; W.3.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	

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