

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

Unit: Expressive Qualities		Suggested Sequence: Ongoing	
NJCCCS:			
<p>1.1 All students will use aesthetic knowledge in the creation of and in response to dance and music.</p> <p>1.2 All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater and visual art.</p> <p>1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.</p> <p>1.4 All students will develop, apply and reflect upon knowledge of the process of critique.</p>			
NJSLS:			
<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. ● 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. ● 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent. 			
Big Ideas:			
<ul style="list-style-type: none"> ● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. ● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. ● An understanding of the elements and principles of art is essential to the creative process and artistic production. ● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. 			
Essential Questions:		Enduring Understandings:	
<ul style="list-style-type: none"> ● How can changing dynamics, tempo and articulations affect the feeling of a song? ● Does changing the dynamics, tempo and articulations of a song affect the emotion it conveys? 		<ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Underlying structures in art can be found via analysis and inference. 	
Knowledge, Skills, and Instructional Objectives:			
Dynamics			
<ul style="list-style-type: none"> ● Experience, create, imitate, describe, identify, practice, label and reinforce dynamics. 			
Tempo			
<ul style="list-style-type: none"> ● Experience, explore, describe, label, practice and reinforce tempo changes. 			
Articulation			
<ul style="list-style-type: none"> ● Experience a variety of articulations including glissando, marcato, legato, and staccato. 			
Instructional Materials/Resources:		Suggested Vocabulary:	
McGraw-Hill Share the Music Grade 4 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		Pianissimo, piano, forte and fortissimo, crescendo, decrescendo, dynamics, presto, ritardando, accelerando, accent, marcato, legato, and staccato.	
		Technology:	
		CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5	

Recommended Instructional Activities:

Dynamics

- Practice and play examples using dynamics.

Tempo

- Practice and play tempo changes.

Articulation

- Use voice and percussion to create a variety of articulations including glissando, marcato, legato, and staccato.

Extension Strategies/Activities:

Students continually strive to learn and understand the components of a complete musical performance.

Cross-curricular Connections/Standards:

Language Arts: RF.4.4; W.4.7.; NJSLA.SL2

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

- Teacher observation

Unit: Tone Color	Suggested Sequence: Ongoing
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NJCCCS:

- 1.1 All students will use aesthetic knowledge in the creation of and in response to dance and music.
- 1.2 All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater and visual art.
- 1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.
- 1.4 All students will develop, apply and reflect upon knowledge of the process of critique.

NJSLS:

- 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice
- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.

1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.
 1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Big Ideas:

- Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.
- Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.
- An understanding of the elements and principles of art is essential to the creative process and artistic production.
- Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is the difference between chest voice and head voice? ● What are the main families of orchestral instruments? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Underlying structures in art can be found via analysis and inference.
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Knowledge, Skills, and Instructional Objectives:

Vocal Tone Color

- Explore the difference between singing in a head voice and chest voice.
- Introduce changed/unchanged voice.
- Sing individually and in groups.

Instrumental Tone Color

- Explore and identify families of unpitched instruments.
- Explore and identify families of pitched instruments.
- Create accompaniments using pitched and unpitched instruments.

<p>Instructional Materials/Resources: McGraw-Hill Share the Music Grade 4 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's</p>	<p>Suggested Vocabulary:</p> <ul style="list-style-type: none">• Speaking, singing, chest voice, head voice• String, woodwind, brass, percussion, guitar• Name the instruments covered for each family.
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Sing and speak in a variety of settings.• Experiment using head and chest voice.• Explore the correct use of the voice using correct tone quality, posture and breathing.	<p>Technology: CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>

<ul style="list-style-type: none">● Sing individually and in groups.● Play a variety of instruments of various pitches.● Create accompaniments on pitched and unpitched instruments.● Label the orchestral instrument families.	
<p>Extension Strategies/Activities: Students continually strive to learn and understand the components of a complete musical performance.</p>	
<p>Cross-curricular Connections/Standards: Language Arts:RF.4.4; W.4.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">● Teacher observation	

Unit: Duration		Suggested Sequence: Ongoing	
NJCCCS:			
<p>1.1 All students will use aesthetic knowledge in the creation of and in response to dance and music.</p> <p>1.2 All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater and visual art.</p> <p>1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.</p> <p>1.4 All students will develop, apply and reflect upon knowledge of the process of critique.</p>			
NJSLS:			
<ul style="list-style-type: none"> ● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. ● 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. 			
Big Ideas:			
<ul style="list-style-type: none"> ● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. ● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. ● An understanding of the elements and principles of art is essential to the creative process and artistic production. ● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. 			
Essential Questions:		Enduring Understandings:	
<ul style="list-style-type: none"> ● Does all music have a steady beat? ● Can a composer write a song without rhythm? 		<ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Underlying structures in art can be found via analysis and inference. 	
Knowledge, Skills, and Instructional Objectives:			
Beat/Meter			
<ul style="list-style-type: none"> ● Explore, describe, practice, maintain, create and reinforce meter in 2 and 4 ● Experience and explore downbeat and upbeat. ● Experience and explore meter changes. 			
Rhythm			
<ul style="list-style-type: none"> ● Experience, explore, describe, identify, and read whole, half, dotted half, quarter, eighth and sixteenth notes. ● Experience, explore, describe, identify, and read quarter rests. ● Experience and explore syncopation. 			
Instructional Materials/Resources:		Suggested Vocabulary:	
McGraw-Hill Share the Music Grade 4 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		<ul style="list-style-type: none"> ● whole, half, dotted half, quarter, eighth and sixteenth notes ● Downbeat, upbeat ● Meter in 2 and 3 ● Syncopation 	

Technology:

CD accompaniments and listening examples.

8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5

Recommended Instructional Activities:

- Differentiate between the downbeat and upbeat.
- Play, sing and conduct meter in 2 and 4.
- Play and create rhythms whole, half, dotted half, quarter, eighth and sixteenth notes and quarter rests.
- Listen to and explore syncopated rhythms.

Eastampton Township School District

Curriculum Guide

Grade(s): 4

Content Area:

General Music

Extension Strategies/Activities: Students continually strive to learn and understand the components of a complete musical performance.	
Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJSLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: <ul style="list-style-type: none">• Teacher observation	

Unit: Pitch	Suggested Sequence: Ongoing
<p>NJCCCS:</p> <p>1.1 All students will use aesthetic knowledge in the creation of and in response to dance and music. 1.2 All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater and visual art. 1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art. 1.4 All students will develop, apply and reflect upon knowledge of the process of critique.</p>	
<p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. ● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. ● 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions. ● 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc. 	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. ● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. ● An understanding of the elements and principles of art is essential to the creative process and artistic production. ● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Is the arrangement of pitches important in identifying a song? ● Do songs in major and minor modes elicit the same emotional response? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Underlying structures in art can be found via analysis and inference.
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Melody</p> <ul style="list-style-type: none"> ● Experience, explore, describe, identify, practice, reinforce, read and create with <i>do, re mi, sol, la</i>. ● Experience, explore, describe, identify, practice, reinforce, read and create with the pentatonic scale, octaves, steps, skips and repeats. ● Identify the notes of the Treble staff. <p>Harmony</p> <ul style="list-style-type: none"> ● Experience, explore, describe, identify, practice, reinforce, read and create harmony with Orff accompaniments. ● Experience and explore two and three chord songs. ● Experience and explore melodic ostinato and canon. <p>Tonality</p> <ul style="list-style-type: none"> ● Experience music with <i>do</i> and <i>la</i> tonal centers. ● Experience music with <i>do</i> pentatonic center. 	

Eastampton Township School District

Curriculum Guide

Grade(s): 4

Content Area:

General Music

Instructional Materials/Resources: McGraw-Hill Share the Music Grade 4 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's	Suggested Vocabulary: <ul style="list-style-type: none">• Octave, <i>do re me, sol, la</i>, major scale, pentatonic scale, ostinato, canon, major/minor.
	Technology: CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
Recommended Instructional Activities: Melody	

- Sing songs with Kodaly hand signs: *do, re mi, sol, la*.
- Use Orff Instruments and Boomwhackers to play the pentatonic scale, steps, skips and repeats.
- Introduce lines and spaces on the staff.

Harmony

- Orff accompaniments
- Two and three chord songs.
- Sing songs with ostinato and canon.

Tonality

- Listen to and identify music in major and minor modes.
- Play a pentatonic scale.

Extension Strategies/Activities:

Students continually strive to learn and understand the components of a complete musical performance.

Cross-curricular Connections/Standards:

Language Arts: RF.4.4; W.4.7.; NJSLSA.SL2

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

- **Teacher observation**

Unit: Design		Suggested Sequence: Ongoing	
NJCCCS: 1.1 All students will use aesthetic knowledge in the creation of and in response to dance and music. 1.2 All students will utilize those skills, media, methods, and technologies appropriate to each art form in the creation, performance, and presentation of dance, music, theater and visual art. 1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art. 1.4 All students will develop, apply and reflect upon knowledge of the process of critique. NJSLS <ul style="list-style-type: none"> ● 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far). ● 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes. ● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.) 			
Big Ideas: <ul style="list-style-type: none"> ● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. ● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. ● An understanding of the elements and principles of art is essential to the creative process and artistic production. ● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. 			
Essential Questions: <ul style="list-style-type: none"> ● Can the accompaniment (or lack thereof) change the way a song sounds? ● Does a song have different sections? 		Enduring Understandings: <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Underlying structures in art can be found via analysis and inference. 	
Knowledge, Skills, and Instructional Objectives: Texture <ul style="list-style-type: none"> ● Experience, explore and describe accompaniment with body percussion and classroom instruments. ● Experience, explore and describe accompaniment using canon and ostinato. ● Experience, identify, practice and reinforce solo/group singing. Form/Structure <ul style="list-style-type: none"> ● Experience, explore and describe contrasting sections. ● Experience, explore and describe form. ● Experience, explore and describe AB, ABA, theme and variation, rondo forms. 			
Instructional Materials/Resources: McGraw-Hill Share the Music Grade 4 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		Suggested Vocabulary: <ul style="list-style-type: none"> ● AB, ABA Form, verse, refrain, rondo, verse-refrain, phrases 	
		Technology: CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5	

Recommended Instructional Activities:

Texture

- Sing and play songs using body percussion and classroom instruments.
- Sing and play songs with an ostinato and a canon.
- Sing and play solos and in groups.

Form/Structure

- Identify the contrasting sections in songs.
- Identify form in a song (AB, ABA Form, verse, refrain, rondo, verse-refrain)

Eastampton Township School District

Curriculum Guide

Grade(s): 4

Content Area:

General Music

<p>Extension Strategies/Activities: Students continually strive to learn and understand the components of a complete musical performance.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">● Teacher observation	

Unit: Cultural Context		Suggested Sequence: Ongoing	
NJCCCS: 1.5 All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society. NJSLS: <ul style="list-style-type: none"> 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. 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style). 			
Big Ideas: <ul style="list-style-type: none"> 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? 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. 	
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> Hear, sing and perform selections from a variety of cultures. Explore a variety of musical styles from around the world. Reinforce and practice concert etiquette. 			
Instructional Materials/Resources: McGraw-Hill Share the Music Grade 4 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		Suggested Vocabulary: <ul style="list-style-type: none"> Folk song, concert etiquette 	
		Technology: CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5	
Recommended Instructional Activities: <ul style="list-style-type: none"> Listen to and sing songs from a variety of cultures including, but not limited to, African American, Hispanic, Native American, Japanese, English and American. Listen to and perform musical styles including but not limited to Appalachian, Calypso, Mariachi, Renaissance, Gospel, and Patriotic. Learn and practice concert etiquette. 			
Extension Strategies/Activities: Students continually strive to learn and understand the components of a complete musical performance.			
Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJSLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8			
Suggested Assessments: <ul style="list-style-type: none"> Teacher observation 			

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

Eastampton Township School District

Curriculum Guide

Grade(s): 4

Content Area:

General Music

- 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)

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: B. Music - Instrumental

NJCCCS:

1.3.5.B.1 – Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter and compound meter.

1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

NJSLS:

- 1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.

Essential Questions:

- Do you know how to properly hold your instrument and produce a pleasing sound?
- Are you able to produce a sound that is in tune (within 15 Hz of A440)?
- Do you know the basic fingerings of a one octave, diatonic scale in either the treble or bass clef?
- Can you name and locate each note on the musical staff within a one octave range?
- Does this song “swing” in 2’s or 3’s?

Enduring Understandings:

- Students will be able to demonstrate proper hand position, form, and posture.
- By using this proper technique, the student will be able to produce a sound that is in tune.
- Note degrees will be gradually introduced as the student builds the octave scale.
- Students will be able to identify the difference between duple and compound meter, 2/4 and 3/4 and perform songs in both meters.

Knowledge, Skills, and Instructional Objectives:

- Display/model proper techniques in holding the instrument and producing the proper tone
- Identify the proper fingerings for each scale degree
- Name the letter of each note to location on the musical staff
- Slur or separate/articulate each note as indicated in the music
- Identify note values for whole, half, dotted-half, quarter and eighth notes

Instructional Materials/Resources:

- Instructional method – Yamaha Band Student – Book 1
- Band literature – Beginner Band
- Piano keyboard
- CD player
- Chromatic tuner
- Computer

Suggested Vocabulary

- Hand position
- Intonation
- Scale
- Octave
- Slur
- Meter
- Time signature

	<p>Technology</p> <p>“Smart Music” technology is available to enhance the learning experience. Using a computer with microphone, a student will be able to receive immediate feedback on note, rhythm, and tonal accuracy.</p> <p>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">• The method book with accompaniment tracks (played on CD or computer) will guide the student through the performance of each new note/song.• Students will have the opportunity to play with the accompaniment track, increasing rhythmic and intonation accuracy.• Lesson book songs and drills will offer both duple and triple meter.	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none">• Weekly group lessons• Students will benefit by performing in small ensembles and large groups – “Beginner’s Band”• Concert performances	
<p>Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">• Teacher observation• Aural evaluation	

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- Learn content from audio books, movies, videos and digital media instead of reading print versions
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- 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>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. NJSLS: <ul style="list-style-type: none"> ● 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks. ● 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change. </p>		
<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 do you know where the emphasis in a work of art is? How can a work show unity? How can colors affect mood in a work of art?</p>	
<p>Knowledge, Skills, and Instructional Objectives: Show a basic understanding of proportions in a work of art. Show an understanding of atmospheric perspective in a work of art. Use knowledge of space to assist in works of art including still life drawings. Use balance and symmetry to create a unique work of art. Show an understanding of positive and negative space and how this affects a work of art. Show an understanding of the basic principles of balance, harmony, unity, emphasis, proportion and rhythm/ movement in to a work of art. Understand there are different careers that relate to fine art and describe some of the ways artists work in the world.</p>		
<p>Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games</p>	<p>Suggested Vocabulary Elements of art, principles of design, atmospheric perspective, still life, proportions, space, positive, negative, balance, harmony, unity, emphasis, proportion, rhythm, movement, commercial design, graphic design, shading, space</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:

Use basic proportions in a work of art. Use atmospheric perspective in a work of art. Create a still life drawing. Use knowledge of space to assist in a free expression work. Use balance and symmetry to create a free expression or representational design. Use positive and negative space in a work of art. Apply basic principles of balance, harmony, unity, emphasis, proportion and rhythm/ movement in to a work of art. Create free expression works using the basic elements and principles. Create mixed media work to represent the elements and principles. Use shading to show space in a work of art. Create a project which emulates the work of a graphic designer and uses commercial illustration techniques. Participate in small group and full class activities.

Extension Strategies/Activities:

Students will participate in art show activities.

Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; 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: 1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context. <ul style="list-style-type: none"> ● 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance. ● 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time. 	
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.	
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 are jobs in art valuable?
Knowledge, Skills, and Instructional Objectives: Incorporate metal tooling techniques. View and discuss mosaics through antiquity. Create a collage. Use sculpting techniques to create a relief print. Discover tiles in antiquity and take inspiration from them. View, discuss and create a watercolor painting using various techniques including size, detail, wash and salt techniques. Use basic perspective including a horizon line and vanishing point. Use basic shading. Discover jobs in the world of art.	
Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games	Suggested Vocabulary: Metal Tooling, mosaics, antiquity, watercolor, perspective, horizon line, vanishing point, shading, graphic designer, commercial illustration, relief prints, collage, sculpture, depth 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: Use the Northwest Coast Native Americans as inspiration for a metal tooling totem pole design. Create a mosaic design in tiles. Take inspiration from a famous work for a collage. View prints from antiquity including relief prints and take inspiration to create a relief. Create a sculpture and add glazing or painting techniques. Take inspiration from Hokusai or another artist in a landscape painting. Use one point perspective in work of art. Create a still life using shading for depth. Create a work in the style of a graphic designer using commercial illustration techniques. Create a drawing using a famous work of art as inspiration.	
Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJSLA.SL2 21st Century Skills: CRP2; CRP6; CRP8	

<p>Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments</p>	
<p>1.3 Performance – All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	<p>Strand: D. Visual Art</p>
<p>NJCCCS: 1.3.5.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.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance. ● 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork. ● 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms. ● 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation. ● 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. 	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. Students will show their knowledge and use various mediums, techniques and vocabulary to create works of art. 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. Create a computer derived work of art.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does creating and performing in the arts differ from viewing the arts? ● 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? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The arts serve multiple functions: enlightenment, education, and entertainment. ● Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notion into a quality product. ● The artistic process can lead to unforeseen or unpredictable questions. ● How can a work show a feeling or emotion?
<p>Knowledge, Skills, and Instructional Objectives: Show proper use and care of materials. Show knowledge of artists and genres through web quests and by writing about famous work and artists. Continue to build an art vocabulary by exploring and describing different styles of art and genres. View and discuss mosaics. Use clay to create a three dimensional sculpture using works from antiquity as inspiration. Use critique to discuss and describe each other's work. Create a free expression work reinforcing learned techniques. Create a computer image and describe difference between this and hand drawing.</p>	

Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games	Suggested Vocabulary: Pop art, print, Haring, Ringgold, Mosaic, Max, Pop art, Cubism, critique, Hokusai, computer image
	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: Use Picasso as inspiration for a cubist style work of art. Create a work inspired by Keith Haring. Use proper vocabulary to describe works. Critique one's own works and the work of others using proper critique techniques. Create a mosaic design. Discover the prints of Hokusai and create a work taking inspiration from him. View and discuss the mixed media work of Faith Ringgold and create a work inspired by her. Incorporate writing in to a work of art to describe and show inspiration for designs. Use Peter Max as inspiration in a work of Pop Art.	

Extension Strategies/Activities: Students will participate in art show activities.	
Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
1.4 Aesthetic Responses & Critique Methodologies – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	Strand: A. Aesthetic Responses
NJCCCS: 1.4.5.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: <ul style="list-style-type: none"> ● 1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work. ● 1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work. ● 1.4.5.Cr1c: Imagine how a character’s inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. 	
Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret appreciate and extract meaning from the arts.	
Essential Questions: <ul style="list-style-type: none"> ● What style of art is this? ● How can I use my knowledge to make an informed decision about a work of art? ● Why should I care about the arts? ● What’s the difference between a thoughtful and a thoughtless artistic judgment? 	Enduring Understandings: <ul style="list-style-type: none"> ● Aesthetics fosters artistic appreciation, interpretations, imagination, significance and value. ● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. ● Experts can and do disagree about the value, power and source of art.
Knowledge, Skills, and Instructional Objectives: Students will 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.	
Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper.	Suggested Vocabulary: aesthetics

Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children's Books, Games	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: View and discuss works of art. Use proper terminology to describe works.	
Extension Strategies/Activities: Students will participate in art show activities.	

Cross-curricular Connections/Standards: Language Arts: RF.4.4; W.4.7.; NJLSA.SL2 21st Century Skills: CRP2; CRP6; CRP8.	
Suggested Assessments: Assessments may include rubric, teacher observation, portfolio and teacher created assessments	
1.4 Aesthetic Responses & Critique Methodologies – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	Strand: B. Critique Methodologies
NJCCCS: 1.4.5.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. NJSLS: <ul style="list-style-type: none"> ● 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. ● 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical). 	
Big Ideas: Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
Essential Questions: <ul style="list-style-type: none"> ● Why is critique beneficial to an artist? ● When is art criticism vital and when is it beside the point? 	Enduring Understandings: <ul style="list-style-type: none"> ● The critical process of observing describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.
Knowledge, Skills, and Instructional Objectives: 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.	
Instructional Materials/Resources: Art Mediums: Paper, Pencils, Colored Pencils, Markers, Crayons, Scissors, Clay, Glue, Construction paper. Resources: Safari Montage, Posters, Works of art, Online Media images, PowerPoint, Children’s Books, Games	Suggested Vocabulary: critique, elements of art, principles of design, merits, effectiveness, creation, 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:

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.4.4; W.4.7.; NJSLA.SL2

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

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)
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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
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Assignment modifications:

- Complete fewer or different homework problems than peers
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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)