

<b>Unit: Expressive Qualities</b>		<b>Suggested Sequence: Ongoing</b>
<b>NJCCCS:</b> 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.		
<b>NJSLS:</b> 1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music. 1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.		
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>• Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li> <li>• An understanding of the elements and principles of art is essential to the creative process and artistic production.</li> <li>• Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li> </ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How can changing dynamics, tempo and articulations affect the feeling of a song?</li> <li>• Does changing the dynamics, tempo and articulations of a song affect the emotion it conveys?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Dynamics</b> <ul style="list-style-type: none"> <li>• Experience, create, imitate, describe, identify, practice, label and reinforce dynamics.</li> </ul> <b>Tempo</b> <ul style="list-style-type: none"> <li>• Experience, explore, describe, label, practice and reinforce tempo changes.</li> </ul> <b>Articulation</b> <ul style="list-style-type: none"> <li>• Experience a variety of articulations including glissando, marcato, legato, and staccato.</li> </ul>		
<b>Instructional Materials/Resources:</b> Silver-Burdett World of Music Grade 5 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's	<b>Suggested Vocabulary:</b> Pianissimo, piano, forte and fortissimo, crescendo, decrescendo, dynamics, presto, ritardando, accelerando, accent, marcato, legato, and staccato.	
	<b>Technology:</b> CD accompaniments and listening examples. <b>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</b>	
<b>Recommended Instructional Activities:</b> <b>Dynamics</b> <ul style="list-style-type: none"> <li>• Practice and play examples using dynamics.</li> </ul> <b>Tempo</b> <ul style="list-style-type: none"> <li>• Practice and play tempo changes.</li> </ul> <b>Articulation</b> <ul style="list-style-type: none"> <li>• Use voice and percussion to create a variety of articulations including glissando, marcato, legato, and staccato.</li> </ul>		

Eastampton Township School District

Curriculum Guide

Grade(s): 5

Content Area:

General Music

<b>Extension Strategies/Activities:</b> Students continually strive to learn and understand the components of a complete musical performance.	<b>Modification Strategies/Activities:</b>
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	

**Suggested Assessments:**

- **Teacher observation**

<b>Unit: Tone Color</b>	<b>Suggested Sequence: Ongoing</b>
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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:**

- 1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.
- 1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).
- 1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

**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.

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

**Knowledge, Skills, and Instructional Objectives:**

**Vocal Tone Color**

- Explore the difference between singing in a head voice and chest voice.
- Reinforce 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.

<b>Instructional Materials/Resources:</b> Silver-Burdett World of Music Grade 5 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's	<b>Suggested Vocabulary:</b>
	<b>Technology:</b> CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5

**Recommended Instructional Activities:**

- 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.
- Sing individually and in groups.
- Play a variety of instruments of various pitches.

<ul style="list-style-type: none"><li>● Create accompaniments on pitched and unpitched instruments.</li><li>● Label the orchestral instrument families.</li></ul>	
<b>Extension Strategies/Activities:</b> Students continually strive to learn and understand the components of a complete musical performance.	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJLSLA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>● Teacher observation</li></ul>	

<b>Unit: Duration</b>		<b>Suggested Sequence: Ongoing</b>	
<b>NJCCCS:</b>  <b>1.1 All students will use aesthetic knowledge in the creation of and in response to dance and music.</b> <b>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.</b> <b>1.3 All students will demonstrate an understanding of the elements and principles of dance, music, theater and visual art.</b> <b>1.4 All students will develop, apply and reflect upon knowledge of the process of critique.</b>			
<b>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.</li> <li>● 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.</li> <li>● 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).</li> <li>● 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.</li> </ul>			
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li> <li>● An understanding of the elements and principles of art is essential to the creative process and artistic production.</li> <li>● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Does all music have a steady beat?</li> <li>● Can a composer write a song without rhythm?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Underlying structures in art can be found via analysis and inference.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b>  <b>Beat/Meter</b> <ul style="list-style-type: none"> <li>● Explore, describe, practice, maintain, create and reinforce time signatures (2/4, 3/4, 4/4, 6/8)</li> <li>● Experience and explore duple and triple meter.</li> <li>● Experience and explore meter changes.</li> </ul> <b>Rhythm</b> <ul style="list-style-type: none"> <li>● Experience, explore, describe, identify, and read whole, half, dotted half, quarter, eighth and sixteenth notes.</li> <li>● Experience, explore, describe, identify, and read quarter rests.</li> <li>● Experience and explore syncopation.</li> </ul>			
<b>Instructional Materials/Resources:</b> Silver-Burdett World of Music Grade 5 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"> <li>● whole, half, dotted half, quarter, eighth and sixteenth notes</li> <li>● Downbeat, upbeat</li> <li>● Time Signature; duple meter, triple meter</li> <li>● Syncopation</li> </ul>	
		<b>Technology:</b> 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 in 2/3, 3/4, 4/4, and 6/8.
- Play and create rhythms whole, half, dotted half, quarter, eighth and sixteenth notes and quarter rests.
- Listen to and explore syncopated rhythms.

**Extension Strategies/Activities:**

Students continually strive to learn and understand the components

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Grade(s): 5

Content Area:

General Music

of a complete musical performance.

**Cross-curricular Connections/Standards:**

**Language Arts:** RF.5.3; RF.5.4; W.5.7.; NJLSA.SL2

**21<sup>st</sup> Century Skills:** CRP2; CRP6; CRP8

**Suggested Assessments:**

- **Teacher observation**



<b>Unit: Pitch</b>		<b>Suggested Sequence: Ongoing</b>	
<b>NJCCCS:</b> 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.			
<b>NJSLS:</b> 1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. 1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.			
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>• Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li> <li>• An understanding of the elements and principles of art is essential to the creative process and artistic production.</li> <li>• Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• Is the arrangement of pitches important in identifying a song?</li> <li>• Do songs in major and minor modes elicit the same emotional response?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Underlying structures in art can be found via analysis and inference.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Melody</b> <ul style="list-style-type: none"> <li>• Experience, explore, describe, identify, practice, reinforce, read and create with <i>do, re mi, fa, sol, la, ti</i>.</li> <li>• Experience, explore, describe, identify, practice, reinforce, read and create with the major scale, minor scale, pentatonic scale, octaves, steps, skips and repeats.</li> <li>• Identify the notes of the Treble and Bass staff.</li> </ul> <b>Harmony</b> <ul style="list-style-type: none"> <li>• Experience, explore, describe, identify, practice, reinforce, read and create harmony with Orff accompaniments.</li> <li>• Experience and explore harmony changes (I, IV and V chords).</li> <li>• Experience and explore 2 and 3 part singing, partner songs, melodic ostinato and canon.</li> </ul> <b>Tonality</b> <ul style="list-style-type: none"> <li>• Experience music with <i>do</i> and <i>la</i> tonal centers.</li> <li>• Experience music with <i>do</i> pentatonic center.</li> </ul>			
<b>Instructional Materials/Resources:</b> Silver-Burdett World of Music Grade 5 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"> <li>• Octave, <i>do re me, fa, sol, la, ti</i>, major scale, minor scale, pentatonic scale, ostinato, canon, major/minor, I, IV and V chords.</li> </ul>	
		<b>Technology:</b> 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, fa, sol, la, ti.*
- Use Orff Instruments and Boomwhackers to play the pentatonic scale, steps, skips and repeats.

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Content Area:

General Music

- Identify the notes on the Treble Staff.
- Introduce the notes on the Bass Staff.

**Harmony**

- Orff accompaniments
- Playing I and V chords.
- Sing songs with a variety of harmonic structures.

**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.5.3; RF.5.4; W.5.7.; NJSLSA.SL2

**21<sup>st</sup> Century Skills:** CRP2; CRP6; CRP8

**Suggested Assessments:**

- Teacher observation

<b>Unit: Design</b>	<b>Suggested Sequence: Ongoing</b>
<p><b>NJCCCS:</b></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><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>● 1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.</li> <li>● 1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.</li> </ul>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li> <li>● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li> <li>● An understanding of the elements and principles of art is essential to the creative process and artistic production.</li> <li>● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li> </ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Can the accompaniment (or lack thereof) change the way a song sounds?</li> <li>● Does a song have different sections?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li> <li>● The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li> <li>● The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>● Underlying structures in art can be found via analysis and inference.</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><b>Texture</b></p> <ul style="list-style-type: none"> <li>● Experience, explore and describe accompaniment with pitched and unpitched ostinatos.</li> <li>● Experience, explore and describe accompaniment using canon.</li> <li>● Experience, identify, practice and reinforce solo/group singing.</li> </ul> <p><b>Form/Structure</b></p> <ul style="list-style-type: none"> <li>● Experience, explore and describe sectional form.</li> <li>● Experience, explore and describe AB, ABA, theme and variation, rondo forms.</li> <li>● Experience, imitate, label, practice, and reinforce phrase.</li> </ul>	
<p><b>Instructional Materials/Resources:</b>          Silver-Burdett World of Music Grade 5          Music K-8 Magazine          Classroom percussion          Orff Instruments          CD Player/CD's</p>	<p><b>Suggested Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● AB, ABA Form, verse, refrain, rondo, verse-refrain, phrases</li> </ul> <p><b>Technology:</b>          CD accompaniments and listening examples.          8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>

**Recommended Instructional Activities:**

**Texture**

- Sing and play songs using classroom instruments.
- Sing and play songs with pitched and unpitched ostinatos and 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)

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Content Area:

General Music

<p><b>Extension Strategies/Activities:</b> Students continually strive to learn and understand the components of a complete musical performance.</p>	
<p><b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJSLA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"><li>• Teacher observation</li></ul>	

<b>Unit: Cultural Context</b>		<b>Suggested Sequence: Ongoing</b>	
<b>NJCCCS:</b>  <b>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.</b> <b>NJSLS:</b> <ul style="list-style-type: none"> <li>● 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.</li> <li>● 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</li> </ul>			
<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>● The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</li> </ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● Does art define culture or does culture define art?</li> <li>● What is old and what is new in any work of art?</li> <li>● How important is “new” in art?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>● Culture affects self-expression, whether we realize it or not.</li> <li>● Every artist has a style; every artistic period has a style.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"> <li>● Hear, sing and perform selections from a variety of cultures.</li> <li>● Explore a variety of musical styles from around the world.</li> <li>● Reinforce and practice concert etiquette.</li> </ul>			
<b>Instructional Materials/Resources:</b> Silver-Burdett World of Music Grade 5 Music K-8 Magazine Classroom percussion Orff Instruments CD Player/CD's		<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"> <li>● Folk song, concert etiquette</li> </ul>	
		<b>Technology:</b> CD accompaniments and listening examples. 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>● Listen to and sing songs from a variety of cultures.</li> <li>● Listen to and perform musical styles.</li> <li>● Learn and practice concert etiquette.</li> </ul>			
<b>Extension Strategies/Activities:</b> Students continually strive to learn and understand the components of a complete musical performance.			
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8			
<b>Suggested Assessments:</b> <ul style="list-style-type: none"> <li>● Teacher observation</li> </ul>			

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

**Presentation accommodations:**

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code



- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

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

**Timing accommodations:**

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

**Scheduling accommodations:**

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

**Organization skills accommodations:**

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

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions

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Content Area:

General Music

- 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

<p><b>1.3 Performance</b> – All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>		<p><b>Strand: B. Music - Instrumental</b></p>	
<p><b>NJCCCS:</b>  <b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.  <b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.  <b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.  <b>NJSLS:</b>  <ul style="list-style-type: none"> <li>● 1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.</li> <li>● 1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.</li> <li>● 1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</li> </ul> </p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Are you able to produce a sound that is in tune?(within 10 Hz of A440)</li> <li>● Do you know the fingerings of a 1.5 octave, diatonic scale in either the treble or bass clef?</li> <li>● Can you identify/play the basic chromatic notes/fingerings?</li> <li>● Can you name and locate each note on the musical staff within a 1.5 octave range?</li> <li>● Are you able to add articulation nuances to enhance your music?</li> <li>● Do you know what time value a dot adds when placed after a note?</li> </ul>		<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Intonation acuity will improve by 5 HZ</li> <li>● Note degrees will be added as the student builds on the 1.5 octave scale.</li> <li>● Students will be able to identify the difference between duple and compound meter</li> <li>● Students will recognize/perform basic articulation skills.</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>● Identify the proper fingerings for each scale degree within a 1.5 octave scale</li> <li>● Name the letter of each note based on location on the musical staff, including basic chromatic degrees</li> <li>● Identify/perform rhythms using dotted quarter/eighth note patterns.</li> <li>● Perform staccato and legato articulation expressions</li> <li>● Perform band literature (Grade 1/2)</li> </ul>			
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>● Instructional method – Yamaha Band Student – Book 2</li> <li>● Band literature – Grade ½</li> <li>● Piano keyboard</li> <li>● CD player</li> <li>● Chromatic tuner</li> <li>● Computer</li> </ul>		<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Accent</li> <li>● Staccato</li> <li>● Legato</li> <li>● Compound meter</li> <li>● Time signature</li> <li>● Sixteenth note</li> </ul>	

**Technology**

**“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.

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

**Recommended Instructional Activities:**

- 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 simple and compound meter, and introduce staccato and legato articulations.

**Extension Strategies/Activities:**

- Weekly group lessons
- Students will benefit by performing in small ensembles and large groups – “Blue Band”
- Concert performances
- Field trip(s) – Philadelphia Orchestra/New Jersey Symphony Orchestra

**Cross-curricular Connections/Standards:**

**Language Arts:** RF.5.3; RF.5.4; W.5.7.; NJSLSA.SL2

**21<sup>st</sup> Century Skills:** CRP2; CRP6; CRP8

**Suggested Assessments:**

- Teacher observation
- Aural evaluation

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

**Presentation accommodations:**

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

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English

- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

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

**Timing accommodations:**

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

**Scheduling accommodations:**

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

**Organization skills accommodations:**

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

**Assignment modifications:**

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions

<p><b>1.1 The Creative Process</b> - All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p>		<p><b>Strand: D. Visual Art</b></p>
<p><b>NJCCCS:</b>                  1.1.5.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><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>● 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.</li> <li>● 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.</li> </ul> <p>1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p> <p>1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.</p>		
<p><b>Big Ideas:</b>                  An understanding of the elements and principles of art is essential to the creative process and artistic production.</p>		
<p><b>Essential Questions:</b>                  How do underlying structures unconsciously guide the creation of art works?                  Does art have boundaries?</p>	<p><b>Enduring Understandings:</b>                  Underlying structures in art can be found via analysis and inference.                  Breaking accepted norms often gives rise to new forms of artistic expression.</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b>                  Demonstrate understanding of the use of elements/principles of art in a work of art and around us in everyday life.                  Compare and contrast works of art in various mediums that use the same art elements and principles of design.</p>		
<p><b>Instructional Materials/Resources:</b> Unit related tools and materials Video resources                  Art prints on file  <a href="#">Art in Your World</a> text  <a href="#">Adventures in Art</a>, text  <a href="#">Scholastic Arts</a> magazines                  Internet Resources                  Art Library/ use of digital projector                  Edhelper membership                  AENJ Website</p>	<p><b>Suggested Vocabulary</b>                  Elements of Art: Line, shape, form, color, texture, space, value                  Principles of Design: Balance, rhythm, movement, contrast, emphasis, pattern, unity</p>	<p><b>Technology:</b>                  Computer lab/ variety of programs                  iPad                  Digital camera/projector with computer connection                  8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p><b>Recommended Instructional Activities:</b>                  Class discussion/group activities                  Identify and label elements/principles used for the projects in the different mediums used.                  Use compare/contrast diagram to examine those elements/projects.                  Create a group poster showing the elements/principles of one area of everyday life.</p>		
<p><b>Extension Strategies/Activities:</b></p>		
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJLSA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>		



**Suggested Assessments:**

Observed participation in general class and in group discussions.  
Correct use of names of elements/principles in verbal and written work.  
Group work shows progress made by each individual.

Units: 1. Sculpture 2. Drawing 3. Painting 4. Multi-media 5. Design

**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

**NJSLS:**

- 1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
- 1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
- 1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
- 1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

throughout history.	
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.	
<b>Essential Questions:</b> 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?	<b>Enduring Understandings:</b> Culture affects self-expression, whether we realize it or not. Every artist has a style; every artistic period has a style
<b>Knowledge, Skills, and Instructional Objectives:</b> Identify social values and beliefs in works of art. Recognize genres in visual arts. Identify the artistic elements that define them. Examine the contributions of individual artists in visual art from diverse cultures throughout history.	
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<b>Instructional Materials/Resources:</b> Unit related tools and materials Video resources Art prints on file <a href="#">Art in Your World</a> text <a href="#">Adventures in Art</a> , text <a href="#">Scholastic Arts</a> magazines Internet Resources Art Library/ use of digital projector Edhelper membership AENJ Website	<b>Suggested Vocabulary</b> Landscape Portrait Still-Life Abstract  <b>Technology:</b> Computer lab/ variety of programs iPad Digital camera/projector with computer connection 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
<b>Recommended Instructional Activities:</b> Use art library sources to research works of art of historical importance. List the communication of that in the work of art. Use a web search to find art elements in each genre of art. Create a computer image in each genre using these elements. Choose a famous artist and chart his/her contributions. Include the cultural/historical placement of the artist.	
<b>Extension Strategies/Activities:</b>	
<b>Cross-curricular Connections/Standards:</b> <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJLSA.SL2 <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<b>Suggested Assessments:</b> Class discussion and participation Research will be demonstrated by clear illustrations, correct listings and presentation of work.	

Units: 1. Sculpture 2. Drawing 3. Painting 4. Multi-media 5. Design

<b>1.3 Performance</b> – All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	<b>Strand: D. Visual Art</b>
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**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,

**NJSLS:**

● 1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.

● 1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

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:**

- 1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.
- 1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.
- 1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

- 1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
- 1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
- 1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.

**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?
- 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:**

- 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:**

- Use two and three-dimensional works of art individually and in a group.
- Identify elements of art and principles of design and use them in works of art to create cohesive visual statements.
- Identify styles of artworks from different cultures and eras, using technology. Create compositions influenced by these genres.
- Understand differences between art mediums in visual artworks.
- Create artworks with various mediums/media.
- Present artworks in an exhibition in and out of the classroom.

**Instructional**

- Materials/Resources:** Unit related tools and materials Video resources  
 Art prints on file  
[Art in Your World](#) text  
[Adventures in Art](#), text  
[Scholastic Arts](#) magazines  
 Internet Resources  
 Art Library/ use of digital projector  
 Edhelper membership  
 AENJ Website

**Suggested Vocabulary**

- Elements/Principles of Art
- Sculpture in the round
- Proportion
- Portrait artists
- Watercolor artists
- Landscape artists
- Watercolor: wash, mask, wet-on-wet
- Eric Carle
- Collage
- Printing plate
- Reverse/mirror image
- Ink, roller
- Graphic Design

	<b>Technology:</b> Computer lab/ variety of programs iPad Digital camera/projector with computer connection 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5
<b>Recommended Instructional Activities:</b> Class discussion and participation with related samples and techniques. <b>Sculpture:</b> Use of oil clay to create sculpture in the round. <b>Drawing:</b> Identify and use proportions to draw a portrait. <b>Painting:</b> Use watercolor paints to explore painting techniques. Identify styles of watercolor painters from different cultures, using a web search. Use paint-decorated papers to create a two-dimensional work of art. <b>Multi-media:</b> Examine collage artists from various cultures. Define basic perspective in a landscape. <b>Design:</b> 1. Explore quilt designs. Create a group radial symmetry design. 2. Study dynamics of poster-making.	
<b>Extension Strategies/Activities:</b>	

<b>Cross-curricular Connections/Standards:</b>	
<b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJLSA.SL2	
<b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8	
<p><b>Suggested Assessments:</b></p> <p>Correct use and care of materials for all Participation in class discussion. Sketches as indication of understanding concepts for all works of art. Original design incorporated in work of art. Successful completion of all projects based on rubrics.</p> <ol style="list-style-type: none"> <li>1. <b>Sculpture:</b> Clay sculpture will be free standing, all pieces attached firmly and smoothly, details will be present.</li> <li>2. <b>Drawing:</b> Pencil portrait will incorporate correct facial proportions; will carry the likeness of a famous artist, will incorporate use of elements of art.</li> <li>3. <b>Painting:</b> Each watercolor technique will be clearly illustrated; class activity will be completed; decorated papers will be used to illustrate a work of art.</li> <li>4. <b>Multi-media:</b> <ol style="list-style-type: none"> <li>1. Build a collage from variety of papers to create a landscape.</li> <li>2. Illustrate an original letter form using Styrofoam printing techniques.</li> </ol> </li> <li>5. <b>Design 1.</b> <ol style="list-style-type: none"> <li>1. Create a clear illustration of radial design.</li> <li>2. Design and execute a poster for a community cause.</li> </ol> </li> </ol>	

Units: 1. Sculpture 2. Drawing 3. Painting 4. Multi-media 5. Design

<b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	<b>Strand: A. Aesthetic Responses</b>
<p><b>NJCCCS:</b></p> <p>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.</p> <p>1.4.5.A.2 – Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>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).</p> <p><b>NJSLS:</b></p> <ul style="list-style-type: none"> <li>● 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.</li> <li>● 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.</li> <li>● 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.</li> </ul> <p style="text-align: center;">□</p> <ul style="list-style-type: none"> <li>● 1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.</li> <li>● 1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</li> <li>● 1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</li> </ul> <p style="text-align: center;">□</p> <p>1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.</p> <ul style="list-style-type: none"> <li>● 1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.</li> <li>● 1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.</li> </ul>	

<b>Big Ideas:</b> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
<b>Essential Questions:</b> Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment? When is art criticism vital and when is it beside the point?	<b>Enduring Understandings:</b>  Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value. The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making. Experts can and do disagree about the value, power and source of art. Culture affects self-expression, whether we realize it or not. Every artist has a style; every artistic period has a style.
<b>Knowledge, Skills, and Instructional Objectives:</b> Use visual arts terms to classify works of art. Using verbal/written responses to the composition of works of art. Use personal, cultural and historical points of view to respond to artworks. Demonstrate how an individual's imagination adds to these. Demonstrate how art communicates ideas about personal and social values.	
<b>Instructional Materials/Resources:</b> Unit related tools and materials Video resources	<b>Suggested Vocabulary</b> Names, Styles/Statements, Nationality of Professional Artists Elements/Principles of Art

<p>Art prints on file  <u>Art in Your World</u> text  <u>Adventures in Art</u>, text  <u>Scholastic Arts</u> magazines                  Internet Resources                  Art Library/ use of digital projector                  Edhelper membership                  AENJ Website</p>	<p>Culture/Historica                    Aesthetic                  Critique                  Economic Consideration                  Craftsmanship                  Originality                  Judgment                  Preference, Negative and Positive                  Social Values</p>
	<p><b>Technology:</b>                  Computer lab/ variety of programs                  iPad                  Digital camera/projector with computer connection                  8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.5</p>
<p><b>Recommended Instructional Activities:</b>                  Distinguish artistic styles in various forms; identify originality in a work of art.                  Match elements and principles of art with artists' styles.                  Compare/contrast artistic content in contrasting art works of professional and peer artwork.                  Exhibit ability to communicate a cultural/historical point of view about a work of art.</p>	
<p><b>Extension Strategies/Activities:</b></p>	
<p><b>Cross-curricular Connections/Standards:</b>  <b>Language Arts:</b> RF.5.3; RF.5.4; W.5.7.; NJSLA.SL2  <b>21<sup>st</sup> Century Skills:</b> CRP2; CRP6; CRP8</p>	
<p><b>Suggested Assessments:</b>                  Elements of art activity sheets completed and correct.                  Participation in class discussion and group activities.                  Web based performance on art styles and cultures.                  Demonstrate ability to identify original themes in a work of art.</p>	



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**Presentation accommodations:**

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

**Response accommodations:**

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**

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

**Timing accommodations:**

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

**Scheduling accommodations:**

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

**Organization skills accommodations:**

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

**Assignment modifications:**

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

**Curriculum modifications:**

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