

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

**Units: 1. Drawing Forms 2. Drawing in Perspective 3. Painting Illustration 4. Weaving
 5. Sculpture**

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.		Strand: D. Visual Art
<p>NJCCCS: 1.1.8.D.1 – Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.1.8.D.2 – Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>		
<p>NJSLS: ● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. ● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. NJSLS: ● 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice. ● 1.2.8.Cr1b: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p>		
<p>Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production.</p>		
<p>Essential Questions: How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?</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.</p>	
<p>Knowledge, Skills, and Instructional Objectives: Identify elements and principles that are evident in everyday life. Apply elements and principles to interpret a professional work of art. Compare/contrast three different cultural works to identify elements incorporated in them.</p>		
<p>Instructional Materials/Resources: Unit -related tools and materials Unit related sample projects Art prints on file <u>Art in Your World</u> text <u>Scholastic Arts</u> magazines Internet Resources Art Library/ use of digital projector Edhelper membership AENJ Website</p>	<p>Suggested Vocabulary Line, shape, form, color, texture, space, value Balance, rhythm, movement, contrast, emphasis, pattern, unity</p>	<p>Technology: Computer lab/ variety of programs Ipad Digital camera/projector with computer connection 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>
<p>Recommended Instructional Activities: Identify and label elements in each work of art. Create and review each design sketch for use of elements/principles of each project. Diagram the use of a principle of art in a professional and peer work of art. Class discussion/group activities</p>		

Extension Strategies/Activities: Identify elements group activities.	
Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Class discussion and participation Labeled sketches as indication of understanding concepts. Original design incorporated in work of art. Group participation/ charts and diagrams of principles of design used by professional works of art. Web search worksheets Overlay labeling of art prints	

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<p>1.2 History of the Arts and Culture – All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>	<p>Strand: A. History of the Arts and Culture</p>
<p>NJCCCS: 1.2.8.A.1 – Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 – Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.2 – Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p>	
<p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. ● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks. ● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks. 	
<p>Big Ideas: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</p>	
<p>Essential Questions: 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?</p>	<p>Enduring Understandings: Culture affects self-expression, whether we realize it or not. Every artist has a style; every artistic period has a style.</p>
<p>Knowledge, Skills, and Instructional Objectives: Identify changes in architecture, sculpture and illustration that were caused by the creation of new technologies. Demonstrate understanding of past and contemporary works of visual art that represent important events in history in a culture. Discuss how cultural influences add to the understanding of works of art.</p>	

<p>Instructional Materials/Resources: Art prints on file Art in Your World text Scholastic Arts magazines Internet Resources Art Library/ use of digital projector Edhelper membership AENJ Website</p>	<p>Suggested Vocabulary Drawing Forms Architectural styles Media /social impact Graphic Arts Children's literature Drawing in Perspective Leonardo daVinci Renaissance Hudson Valley artists Painting: Mexican Amate Painting: arbitrary color, stacking Genre, Folk art Illustration Cultural identifiers Figure Proportions: Sculpture styles, mediums Michelangelo Rodin Moore Weaving: Guatemalan Weaving Loom Warp Weft Skein n Ceramic Sculpture: Symbolism</p> <hr/> <p>Technology: Computer lab/ variety of programs Ipad Digital camera/projector with computer connection 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>
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<p>Recommended Instructional Activities: Identify works of art from other cultures which express important ideas and issues. Explain how an important event/or issue has influenced your artwork. Study an historical period of art in which changes in technology created innovations. Compare/contrast two artworks from different cultures and time periods. Show how their ideas were important to the culture of the time. Group share project to explore a current culture and how it might be expressed in a work of art.</p>	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Class discussion and participation Reading comprehension lessons Study of student environment/culture to create a project. Created work of art to show the thematic impact cultures have on art and vice versa. Sketches as indication of understanding concepts. Original design incorporated in work of art.</p>	

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<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: 1.3.8.D.1 Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. 1.3.8.D.3 Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles. 1.3.8.D.4 Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 1.3.8.D.5 Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. 1.3.8.D.6 Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.</p> <p>NJSLS: 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes. ● 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work. ● 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. ● 1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p>	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	

<p>Essential Questions:</p> <p>How does creating and performing in the arts differ from viewing the arts?</p> <p>To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</p>	<p>Enduring Understandings:</p> <p>The arts serve multiple functions: enlightenment, education, and entertainment.</p> <p>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</p> <p>The artistic process can lead to unforeseen or unpredictable outcomes.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <p>Incorporate art elements/principles in a two & three-dimensional work of art</p> <p>Apply various media/mediums/technology in two & three-dimensional work of art</p> <p>Examine characteristics of works from another historical era as inspiration.</p> <p>Apply techniques for multi-media in a work of art.</p>	

Instructional Materials/Resources: Unit -related tools and materials Unit related sample projects Gente del Sol Video series: video/activity booklets Original Bark Paintings Video resources 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	Suggested Vocabulary Elements/Principles of Art Sculpture in the round Ceramic clay Kiln/furniture Pinch pot Coil Slip Architects, illustrators Hatch, cross-hatch Horizon Line, Vanishing Point, Vanishing Lines Review: Vertical, Horizontal, Diagonal One Point/ Linear Perspective Proportion Arbitrary Color Scheme Scratch art stylus Pastels Maurice Sendak Weaving: weft, warp Yarn, skein, weaving needle, loom
	Technology: Computer lab/ variety of programs Ipad Digital camera/projector with computer connection 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3

Recommended Instructional Activities:

Class discussion and participation with related samples and techniques.

Drawing forms:

Identify drawing techniques showing implied space; practice.

Identify techniques and elements/principles in professional drawings.

Use techniques to create two-dimensional works of art showing three-dimensional form.

Drawing in perspective:

Class discussion/review of professional landscape/cityscape works of art.

Draw a landscape using rules and one-point perspective.

Painting an illustration:

Amate Painting booklet activities.

Sketches as indication of understanding of characteristics of a thematic illustration.

Demonstrations in painting techniques and of color mixing.

Original design incorporated in a painted illustration of personal experience.

Figure proportions:

Recognize the use of proportions in professional works of art.

Class discussion and participation on figure proportions.

Basic anatomy of a moving figure demonstrated, paper figure created, examined, sketched.

Live poses: Figure sketches

Create a Wire figure sculpture in correct proportions in an action pose.

Use craft mediums to illustrate the activity.

Weaving:

Guatemalen weaving booklet activities.

Demonstration and step- by -step activity

Utilize a meaningful color scheme in a work of art.

Weave a small wall hanging using Guatemalan weaving as inspiration.

Sculpture:

Create original ceramic pinch pots/sculpture using multicultural resources.

Identify characteristics /sketch a planned sculpture

Create an original, themed ceramic sculpture Form a wire figure in an action pose, adding craft accessories and props.	
<p>Extension Strategies/Activities: Creation and sketching of an individual and group three-dimensional paper geometric form. Creation of class color wheel based on variety of original colors mixed with tempera paint. Use of proportional figure norms for group activity to explore student individual proportions. Activities to manage the use of yarn: winding from skein, maintaining yarn 'store' Creation of braided yarn bracelets.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: 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> <p>Drawing Forms: Creation of architectural plan and drawing. Pastel drawing of a natural object.</p> <p>Drawing in Perspective: Illustrate a scene using one-point and atmospheric perspective.</p> <p>Painting: Completion of activities booklet. Painting techniques exhibit intermediate level skill.</p> <p>Figure Proportions: Verbal indication of concept of proportions. Creation of proportional paper figure/sketch of action. Successful creation of wire figure in correct proportions. Clear sculptural illustration of action.</p> <p>Weaving: Use of related vocabulary in verbal discussions. Completion of the Rainbow of Threads booklet. Creation of a weaving wall-hanging in intermediate level techniques. Use of a thematic color scheme in artwork.</p> <p>Sculpture: Success in beginner level handbuilt ceramic pinch pots and sculptures. Ability to identify and apply techniques to a work of art. Verbal expression of the use of symbols in artwork.</p>	

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<p>1.4 Aesthetic Responses & Critique Methodologies – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Strand: A. Aesthetic Responses</p>
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NJCCCS:

- 1.4.8.A.1 – Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- 1.4.8.A.2 – Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 – Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- 1.4.8.A.5 – Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- 1.4.8.A.6 – Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
- 1.4.8.A.7 – Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

NJSLS:

- 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.**
- 1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.
- 1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.
- 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.
- 1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Big Ideas:

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.

Essential Questions:

- When is art criticism vital and when is it beside the point?
- Why should I care about the arts?
- What’s the difference between a thoughtful and a thoughtless artistic judgment?

Enduring Understandings:

- Aesthetics fosters artistic appreciation, 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.

Knowledge, Skills, and Instructional Objectives:

- Observe and respond to diverse culturally and historically specific works of visual art.
- Distinguish among artistic styles
- Interpret symbols in works of visual art.
- Identify works of visual arts that are functional and non-utilitarian
- Analyze the form, function, craftsmanship, and originality of works of visual art.
- Identify differences between traditional and non-conventional styles of artworks.
- Compare artworks over time, focusing on the changes of their meaning related to social changes.

<p>Instructional Materials/Resources: Art prints on file Art in Your World text Scholastic Arts magazines Internet Resources Art Library/ use of digital projector Edhelper membership AENJ Website</p>	<p>Suggested Vocabulary Names, Styles/Statements, Nationality of Professional Artists Elements/Principles of Art Aesthetic Critique Functional Non-functiona I Symbols Economic Consideration Craftsmanship Originality Judgment Preference, Negative and Positive</p>
	<p>Technology: Computer lab/ variety of programs Ipad Digital camera/projector with computer connection 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>
<p>Recommended Instructional Activities: Compare artistic content in contrasting art works of professional and peer artwork.</p>	

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Distinguish artistic styles in various forms.
Describe works of arts of two artists in each unit using compare/contrast activity.
Discuss artists' portrayal of social issues.
Group discussions/notations in response to different cultural/historical visual arts.
Demonstrate how an environment is represented in a work of art.
Describe artistic merit in artworks.
Aesthetic group games/activities "Token Response"
Web searches/activities

Extension Strategies/Activities:

Cross-curricular Connections/Standards:
Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3
21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:
Verbal responses
Written notations, activity sheets
Students observed as actively participating on website tutorials

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 aide(s), auditory trainer, sound-field system(which may require teacher use of microphone)
- Be given a written lists of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of lesson
- Be given a copy of teacher's 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 a scribe
- Capture responses to 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 or "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 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 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 a 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 coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- 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)
- Get graded or assessed using a different standard than the one for classmates

<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: B. Music – Choral Music</p>
<p>NJCCCS: 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>NJSLS: 1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical) ● 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent. ● 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p>	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p>Essential Questions: Is all sound music? How does creating music differ from listening to music?</p>	<p>Enduring Understandings: My voice is an instrument Music is a team sport Each voice is unique</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <ol style="list-style-type: none"> 1. Posture/Breathing Techniques <ol style="list-style-type: none"> a. Focus is placed on increased ability to breathe efficiently while standing, sitting, or moving, thereby enabling the student to sing longer phrases and to maintain good tone quality. b. Emphasis is directed toward freedom from tension in the shoulder, neck and jaw. 2. Vocal Production <ol style="list-style-type: none"> a. Attention will be placed on clear distinction between the vowel sounds ah, eh, ee, oh, oo and initial and final consonants. b. Emphasis is placed on correct intonation and free/opened tone. 3. Reading: Rhythm <ol style="list-style-type: none"> a. Continued emphasis on rhythmic vocabulary including both Kodaly and Counting, while making connections to written notation and the rhythm of the vocal text. 4. Reading: Pitch <ol style="list-style-type: none"> a. Continued emphasis on making connections between solfegio syllables/intervals and written music. b. Beginning movement towards stepwise and diatonic sight-reading. 5. Expressive Qualities <ol style="list-style-type: none"> a. Continued emphasis on levels of dynamics in the music. b. Continued emphasis on musical phrases. 	

Instructional Materials/Resources: <ul style="list-style-type: none">• Various choral warm-ups• Basic chorale literature• Piano Keyboard• CD Player• Computer	Suggested Vocabulary Chromatic Conductor Counting method Diatonic Diction Dynamics Kodaly Major/Minor Phrasing Posture Solfege Stage Presence Support Tone
	Technology: Piano Keyboard CD Player Recording devices PowerPoint iTunes 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3
Recommended Instructional Activities: <ul style="list-style-type: none">• Develop a forward, clear head voice	

<ul style="list-style-type: none"> ● Develop pure vowel sounds, and uniform consonant placement ● Develop and demonstrate unison sound while focusing on intonation and blend ● Sing unison, two-part, and three part literature from various styles, time periods and languages ● Sing a Major and Minor Scale and patterns using Solfege and neutral vowels in warm-ups and repertoire 	
Extension Strategies/Activities: Students may audition to participate in a Select Choir that will challenge them to achieve higher levels of the skills taught in the chorus classroom.	
Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Teacher Observation	
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: 1.2.8.A.1 – Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 – Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.2 – Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
NJSLS: <ul style="list-style-type: none"> ● 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. ● 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. 	
Big Ideas: The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.	
Essential Questions: How is singing important in different cultures and throughout history?	Enduring Understandings: Singing is and has been used as a form of self-expression throughout history and across cultures.
Knowledge, Skills, and Instructional Objectives: Demonstrate the knowledge of the historical and cultural significance of singing.	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● Choral literature from various cultures ● Choral literature in various languages ● Choral literature from various periods in music history 	Suggested Vocabulary Vocabulary varies based on the culture, language or time period of the piece of music being used.
	Technology: Internet resources CD Player iTunes Recording Devices 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3
Recommended Instructional Activities: Perform a wide variety of literature from various cultures, languages and time periods.	

Extension Strategies/Activities: Students may audition to participate in a Select Choir that will enhance their exposure to varying choral literature.	Modification Strategies/Activities:
Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8	

Suggested Assessments: Teacher Observation	
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 – Choral
NJCCCS: 1.3.8.B.1 Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	
NJSLS: <ul style="list-style-type: none"> ● 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. ● 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. 	
Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
Essential Questions: <ul style="list-style-type: none"> ● How does performing music differ from listening to music? ● How does my individual performance benefit the whole ensemble? 	Enduring Understandings: Performing in an ensemble builds a sense of community. Performing for an audience can be a rewarding experience.
Knowledge, Skills, and Instructional Objectives: <ol style="list-style-type: none"> 1. Choral Repertoire - Students will work towards performing selections in Unison, Two-Part, Three-Part and SATB arrangements. 2. Expressive Performance - Students will apply skills learned in the classroom in a performance setting including but not limited to use of phrasing, dynamics, diction, tone, and intonation. 3. Performance Technique - Students will understand and demonstrate the mechanics of performing for an audience. 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● Various choral warm-ups ● Basic chorale literature ● Piano Keyboard ● CD Player ● Computer 	Suggested Vocabulary Chromatic Conductor Counting method Diatonic Diction Dynamics Kodaly Major/Minor Phrasing Posture Solfege Stage Presence Support Tone
	Technology: CD Player Recording devices PowerPoint iTunes 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3

Recommended Instructional Activities:

Extension Strategies/Activities:
Students may audition to participate in a Select Choir that will challenge them to achieve higher levels of the skills taught in the chorus classroom.

<p>Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Teacher Observation</p>	
<p>1.4 Aesthetic Responses & Critique Methodologies – All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	<p>Strand: A. Aesthetic Responses</p>
<p>NJCCCS: 1.4.8.A.1 – Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. 1.4.8.A.2 – Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 1.4.8.A.4 – Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. 1.4.8.A.5 – Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 – Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.A.7 – Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>NJSLS: ● 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources. ● 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p>	
<p>Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from choral music and performance.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What role does my voice play within the choir? ● How does my individual behavior as a performer and/or audience member affect the musical performance? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Singing is a way to express one’s self ● The respectful behavior of an audience shows the appreciation and value of my hard work.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Awareness of the physical environment of singing ● Enhanced concert etiquette, including listening and awareness as a performer ● Ability to follow a conductor and conducting gestures 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Various choral warm-ups ● Basic chorale literature ● Piano Keyboard ● CD Player ● Computer 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● Posture ● Performance Etiquette ● Audience Etiquette
<p>Technology: 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>	

Recommended Instructional Activities:

- Exercises focusing on breathing technique.
- Exercises focusing on proper use of the voice.
- Attending and giving performances.

Extension Strategies/Activities:
Concert Performances

Cross-curricular Connections/Standards:
Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3
21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:	
<ul style="list-style-type: none"> Teacher observation 	
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: 1.4.8.B.1 – Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form. 1.4.8.B.2 – Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art. 1.4.8.B.3 – Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays. NJSLS: <ul style="list-style-type: none"> 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre. 	
Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from choral music and performance.	
Essential Questions: How does my individual participation benefit the whole ensemble?	Enduring Understandings: The sound of the choir is built upon the blend of each individual voice.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> Enhanced concert etiquette, including listening and awareness as a performer Individual self-reflection of performances Group self-reflection of performances 	
Instructional Materials/Resources: <ul style="list-style-type: none"> Video recordings of performances Self-Reflection worksheets Critique worksheets 	Suggested Vocabulary <ul style="list-style-type: none"> Concert Etiquette Self-Reflection Critique
	Technology: Video recordings 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3
Recommended Instructional Activities: <ul style="list-style-type: none"> Practice good concert etiquette while attending performances Practice good concert etiquette while performing Watch other groups’ performances and critique as a class and individually Watch our choir’s performance and complete the self-reflection process 	
Extension Strategies/Activities: Concert Performances	

Cross-curricular Connections/Standards:

Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

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 aide(s), auditory trainer, sound-field system(which may require teacher use of microphone)
- Be given a written lists of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of lesson
- Be given a copy of teacher's 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 a scribe
- Capture responses to 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 or "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 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 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 a 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 coordinating assignments in a book or planner

- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- 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)
- Get graded or assessed using a different standard than the one for classmates

Unit: Music Theory/Composition		Suggested Sequence: Ongoing
<p>NJCCCS:</p> <p>1.1 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>1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 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>1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. ● 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. 		
<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"> ● What tools does a composer use to write a piece of music? ● Can a song exist without melody or rhythm? ● Can a song be played in major and minor keys interchangeably? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Music is not music until humans bring it to life. ● Music can be made from anything. 	
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Identify the treble and bass staves. ● Show the notes on the treble and bass staves. ● Build major and minor scales using four different keys. ● Identify key signatures for four different major and minor keys. ● Identify whole, half, quarter, eighth and sixteenth notes and rests. ● Perform a song using all above mentioned knowledge. ● Compose a song using all above mentioned knowledge. 		
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Teacher created worksheets for Music Theory. ● Orff Instruments ● Classroom Percussion ● Boomwhackers ● Keyboards ● CD Player/ CD's 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● Treble Staff ● Bass Staff ● Major/Minor ● Key Signatures ● Whole, Half, Quarter, Eighth, Sixteenth Notes and Rests ● Compose ● Perform 	
<p>Technology: Garage Band Various iPad applications 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>		
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> ● Label and write note names on both treble and bass staves. ● Write out scales on manuscript paper; play the scales on pitched percussion instruments and keyboards. ● Label key signatures. ● Play a song on a keyboard or other instrument. ● Compose an original song. 		

Extension Strategies/Activities:

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

Cross-curricular Connections/Standards:

Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments: Teacher Observation	
Unit: Elements of Music	
Suggested Sequence: Ongoing	
NJCCCS: 1.1 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. 1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.3 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. 1.4 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.	
NJSLS: ● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. ● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.	
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"> ● Is a composer a storyteller? ● Can music show emotion? ● Are there certain expectations a listener has when hearing music? 	Enduring Understandings: <ul style="list-style-type: none"> ● Music is made of up many elements. ● Music can be enjoyed on many different levels.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> ● Identify the <i>timbre</i> in a variety of musical examples. ● Identify the <i>melody</i> in a variety of musical examples. ● Identify the <i>rhythm</i> in a variety of musical examples. ● Identify the <i>harmony</i> in a variety of musical examples. ● Identify the <i>form</i> in a variety of musical examples. ● Identify the <i>texture</i> in a variety of musical examples. 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● Orff Instruments ● Classroom Percussion ● Boomwhackers ● Keyboards ● CD Player/ CD's 	Suggested Vocabulary <ul style="list-style-type: none"> ● Timbre ● Melody ● Rhythm ● Harmony ● Form ● Texture
	Technology: Garage Band Various iPad applications 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3

Recommended Instructional Activities:

- List and identify the instruments and voices from sound examples.
- Describe the register of the melodic line.
- Identify repeated patterns and tell if the rhythms are mostly even or uneven.
- Describe the harmony: Think or thin, Major or minor?
- Analyze the form of the selection.
- Describe the homophony or polyphony in the selection.

Extension Strategies/Activities:

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

Cross-curricular Connections/Standards:

Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments: Teacher Observation

Unit: Music History **Suggested Sequence: Ongoing**

NJCCCS:
 1.5 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.
 1.6 All students will understand the role, development, and influence of the arts throughout history and across cultures.
 1.7 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.
 1.8 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.

NJSLS:
 ● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, selfreflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
 ● 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

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"> ● Will today's songwriter become historical figures like Mozart and Bach? ● How is the music of today similar to classical music? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Classical music set the foundation for the music we listen to today. ● Music is important in every culture and civilization.
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Knowledge, Skills, and Instructional Objectives:

- Identify the periods of western classical music: Medieval, Renaissance, Baroque, Classical, Romantic, 20th Century
- Identify the influential composers for each period.
- Determine a music period by listening for distinguishing features.
- Make a presentation on an assigned period in music history.
- Identify and explain the connection between music of the past and music of today.

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Composer biographies ● Internet resources/articles on music history ● Keyboards ● CD Player/ CD's 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● classical ● Medieval ● Renaissance ● Baroque ● Classical ● Romantic ● 20th Century ● Composer
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Technology:
 Garage Band
 Various iPad applications
 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3

Recommended Instructional Activities:

- Define each time period including distinguishing styles.
- Name several composers for each period.
- Listen to a piece of music and determine the time period.
- Give an oral report to the class on an assigned time period.
- Compare style and form in the music of the past and present.

Extension Strategies/Activities:

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

Cross-curricular Connections/Standards:

Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3
21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments: Teacher Observation

Unit: Jazz

Suggested Sequence: Ongoing

NJCCCS:

- 1.9 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.
- 1.10 All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.11 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.
- 1.12 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.

NJSLS:

- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

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.

Essential Questions:

- Where did Jazz originate?
- Do jazz musicians use the same instruments as classical musicians?
- Is Jazz music considered “popular music?”

Enduring Understandings:

- Jazz is a truly American art form.
- In order for it to be called Jazz, there must be improvisation.

Knowledge, Skills, and Instructional Objectives:

- Identify the origins of Jazz music, from Slavery to New Orleans.
- Identify the periods in Jazz Music history: Ragtime, Blues, Swing, Bebop, Cool Jazz, Free Jazz, Fusion, Acid Jazz, Latin Jazz, Jazz lite, Hip Hop, etc.
- Examine the geographical areas of the country where Jazz developed.
- Discuss the jazz musicians who were important to each period in Jazz History.
- Identify the instruments of Jazz.

Instructional Materials/Resources: <ul style="list-style-type: none">● Jazz history articles● CD Player/ CD's● Jazz composers biographies● Jazz music recordings● Microsoft PowerPoint	Suggested Vocabulary <ul style="list-style-type: none">● Ragtime● Blues● Swing● Bebop● Cool Jazz● Free Jazz● Fusion● Acid Jazz● Latin Jazz● Jazz lite● Hip Hop
	Technology: Microsoft PowerPoint Various iPad applications 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3
Recommended Instructional Activities: <ul style="list-style-type: none">● Define each time period including distinguishing styles.● Name several composers for each period.● Listen to a piece of music and determine the time period.● Give an oral report to the class on an assigned time period.	

<ul style="list-style-type: none"> Compare style and form in the music of the past and present. 	
<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: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Teacher Observation</p>	
<p>Unit: Popular Music</p>	<p>Suggested Sequence: Ongoing</p>
<p>NJCCCS: 1.13 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. 1.14 All students will understand the role, development, and influence of the arts throughout history and across cultures. 1.15 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. 1.16 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p>NJSLS: <ul style="list-style-type: none"> 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance. 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work. 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work </p>	
<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"> Can any style of music be considered popular music? Why do we choose to listen to music? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> Music makes people feel good. Music provides a way for people to express themselves.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> Identify the roots of popular music in the United States. Illustrate the progression of popular music in the US. Identify and discuss recent trends in popular music. Introduce and play demo recordings of student music. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> Internet resources/articles on popular music Recordings Keyboards CD Player/ CD's 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> Popular music Swing Rock and Roll Hard Rock Heavy Metal Hip Hop Dance Music

	Technology: Garage Band Various iPad applications 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3
Recommended Instructional Activities: <ul style="list-style-type: none">● Create a songbook of American Folk Songs.● Create a timeline for a specific genre of popular music.● Listen to and critique examples of the latest music.● Listen to and critique student music examples.	
Extension Strategies/Activities: Students continually strive to learn and understand the components of a complete musical performance.	

Cross-curricular Connections/Standards:	
Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3	
21 st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Teacher Observation	

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- Be given a copy of teacher's lecture notes
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Response accommodations:

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- Use a calculator or table or "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 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 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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- Take more time to complete a task or a test
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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 coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter paper
- 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)~~
- Get graded or assessed using a different standard than the one for classmates

<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: B. Music - Instrumental</p>
<p>NJCCCS: 1.3.8.B.1 Perform instrumental compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.2 Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.3 Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.8.B.4 Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>NJSLS: 1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform. ● 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent. ● 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Are you able to produce a sound that is in tune?(within 5 Hz of A440) ● Do you know the fingerings of a 2 octave, diatonic scale in either the treble or bass clef? ● Can you identify/play a one octave chromatic scale? ● Can you name and locate each note on the musical staff within a 2 octave range? ● Are you able to use musical dynamics to enhance the music’s expressive qualities? ● Do you know the musical terms to play faster or slower, softer or louder, etc.? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Student intonation acuity will improve by 5 HZ ● Note degrees will be added as the student builds on the 2 octave diatonic and 1 octave chromatic scales.. ● Students will recognize/perform basic articulation skills. ● Students will have a basic understanding of the essential music terminology used in Grade 1 instrumental music literature 	
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Identify the proper fingerings for each scale degree within a 1.5 octave scale. ● Name the letter of each note based on location on the musical staff, including chromatic degrees. ● Identify note values of sixteenth and dotted eighth/sixteenth note rhythms. ● Perform music expressively utilizing the dynamic and expressive indicators found in the performance piece. ● Perform band literature (Grade 1.0) 		

Suggested Vocabulary

- Adante
- Allegro
- Largo
- Crescendo/Decrescendo
- Forte/Piano

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none">● Instructional method – Yamaha Band Student – Book 3● Piano keyboard● CD player● Chromatic tuner● Computer● Band literature – Grade 1	<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>8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</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, band literature, and drills will provide material utilizing a variety of expressive and dynamic concerns.	
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none">● Students will benefit by performing in small ensembles and large groups – “Sixth Grade Band”● Concert performances● Field trip(s) – Philadelphia Orchestra/New Jersey Symphony Orchestra	
<p>Cross-curricular Connections/Standards: Language Arts: RI.6.5; RI.6.7; W.6.7; SL.6.5; L.6.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">● 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 aide(s), auditory trainer, sound-field system(which may require teacher use of microphone)
- Be given a written lists of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of lesson

- Be given a copy of teacher's 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 a scribe
- Capture responses to 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 or "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 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 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 a task

Scheduling accommodations:

- Take more time to complete a project
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