

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

Units: 1. Drawing 2. Sculpture 3. Graphic Design 4. Painting 5. Crafts

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
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.		
NJSLS: 1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences. NJSLS: <ul style="list-style-type: none"> ● 1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works). ● 1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy). 		
Big Ideas: An understanding of the elements and principles of art is essential to the creative process and artistic production.		
Essential Questions: How do underlying structures unconsciously guide the creation of art works? Does art have boundaries?	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	
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 different cultural works to identify elements and principles of art incorporated in them.		
Instructional Materials/Resources: Related tools and materials. 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 Line, shape, form, color, texture, space, value Balance, rhythm, movement, contrast, emphasis, pattern, unity	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/group 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 Web search/activity and sketch illustrating three different cultures' art and their use of elements/principles Chart elements/principles in graphic design career products.		

Extension Strategies/Activities:	
Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Sketched designs for each unit include labeled use of principles of art. Group participation/ charts and diagrams in class discussions. Overlay labeling of art prints. Web search worksheets.	

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"> ● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. ● 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works. ● 1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events. 		
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: Does art define culture or does culture define art? What is old and what is new in any work of art? How important is “new” in art?		Enduring Understandings: 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: Examine how the social environment influences artists in various media. Discuss how cultural influences add to the understanding of works of art.		
Instructional Materials/Resources: Video 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		Suggested Vocabulary Renaissance Pop Art Graphic Design Computer aided design 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: 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 current culture and how it might be expressed in a work of art.		
Extension Strategies/Activities:		
Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8		

**Eastampton Township School
District**

Curriculum Guide

Grade: 7th Content Area: Visual and Performing

Grade: Arts

Units: 1. Drawing 2. Sculpture 3. Graphic Design 4. Painting 5.

6. Arts

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>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. 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.</p>	
<p>Big Ideas: 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.</p>	
<p>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?</p>	<p>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</p>
<p>Knowledge, Skills, and Instructional Objectives: Exhibit understanding in the use of originality in a work of art Incorporate the elements and principles into projects. Explore various media in two and three dimensional projects. Identify form, function, craftsmanship, and originality Be proficient in vocabulary related to units. Demonstrate understanding between levels of success in creation of artistic works.</p>	

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Instructional Materials/Resources:	Suggested Vocabulary
Unit -related tools and materials Unit related sample projects 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 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	Elements/Principles of art Vanishing Point Orthogonal line Gesture, contour, croquis drawing Found object Non-representational Graphic Arts Metal Enameling Adire Eleko Michelangelo Mondrian Picasso Andy Warhol Roy Lichtenstein Brancusi

AENJ Website	<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: Class discussion and participation with related samples and techniques. Review and relate to elements/principles Demonstrations on use and care of materials and techniques</p> <p>Drawing: Discuss and create original sketches for all class projects. Create one-point perspective computer aided drawing using online tutorial. Use a variety of techniques and mediums to draw in a realistic style.</p> <p>Sculpture: Compare and contrast work of two professional sculptors to their form and their function in a community. Create a functional ceramic sculpture. Create a non-representational sculpture from found objects.</p> <p>Graphic Design: Illustrate a graphic design incorporating a personalized illustration. Create a group planned instructional poster on the Principles of Design.</p> <p>Painting: Study color wheel and color mixing. Identify the theme inherent in the artworks of a unique culture. Create a painting incorporating a similar theme illustrating one principle of art.</p> <p>Crafts: Study the history of the art of fabric decoration; create a tie-dyed piece of fabric and use it in a sewn project. Study the applications of metal enameling; create a copper enameled piece of jewelry.</p>	
<p>Extension Strategies/Activities: Creation of additional projects within a unit.</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Class discussion and participation Sketches as indication of understanding concepts. Original design incorporated in work of art. Correct use of tools and materials. Successful completion of all projects based on rubrics.</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.

NJSLS:

1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.

● 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.

● 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).

● 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

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:
 1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).

Big Ideas:
 Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.
 Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts

Essential Questions:
 Why should I care about the arts?
 What’s the difference between a thoughtful and a thoughtless artistic judgment?
 Does art define culture or does culture define art? What is old and what is new in any work of art? □ How important is “new” in art?

Enduring Understandings:
 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 in different cultures.
 Interpret symbols in works of visual art.
 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
 Analyze the form, function, craftsmanship, and originality of representative works of art.

Instructional Materials/Resources:
 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
 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

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:
 Compare artistic content in contrasting art works of professional and peer artwork.
 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.

Extension Strategies/Activities:	
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Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21 st Century Skills: CRP2; CRP6; CRP8
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Suggested Assessments:

Class discussion and participation
Compare/contrast individual and group activity sheets
Participation in Token Response Game
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

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Arts

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.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances. 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</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 solfeggio 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. 		
<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> <p>Chromatic Conductor Counting method Diatonic Diction Dynamics Kodaly Major/Minor Phrasing Posture Solfeggio Stage Presence Support Tone</p>

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:

- 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 	
<p>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>	
<p>Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Teacher Observation</p>	
<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: ● 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. ● 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. ● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.</p>	
<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: How is singing important in different cultures and throughout history?</p>	<p>Enduring Understandings: Singing is and has been used as a form of self-expression throughout history and across cultures.</p>
<p>Knowledge, Skills, and Instructional Objectives: Demonstrate the knowledge of the historical and cultural significance of singing.</p>	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Choral literature from various cultures ● Choral literature in various languages ● Choral literature from various periods in music history 	<p>Suggested Vocabulary Vocabulary varies based on the culture, language or time period of the piece of music being used.</p>
	<p>Technology: Internet resources CD Player iTunes Recording Devices 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>

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.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8	

<p>Suggested Assessments: Teacher Observation</p>	
<p>1.3 Performance – All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p>	<p>Strand: B. Music – Choral</p>
<p>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.</p> <p>NJSLS:</p> <ul style="list-style-type: none"> ● 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer. ● 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. ● 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space. ● 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). ● 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. 	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does performing music differ from listening to music? ● How does my individual performance benefit the whole ensemble? ● What is the process of creating choreography that matches a piece of music? 	<p>Enduring Understandings: Performing in an ensemble builds a sense of community. Performing for an audience can be a rewarding experience.</p>
<p>Knowledge, Skills, and Instructional Objectives:</p> <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. 	

<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> <p>Chromatic Conductor Counting method Diatonic Diction Dynamics Kodaly Major/Minor Phrasing Posture Solfege Stage Presence Support Tone</p>
	<p>Technology:</p> <p>CD Player Recording devices PowerPoint iTunes 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>
<p>Recommended Instructional Activities:</p>	
<p>Extension Strategies/Activities:</p> <p>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>	

<p>Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 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: ● 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. ● 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations. ● 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance. ● 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.</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? ● How can you use visualization to prepare for a 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	
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Cross-curricular Connections/Standards:
Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3
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: 1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.	
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.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 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> <ol style="list-style-type: none"> 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. <p>NJSLS:</p> <ul style="list-style-type: none"> ● 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). 		
<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? 	<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 all major and minor keys using the circle of fifths. ● Build scales for all major and minor key signatures, including natural, harmonic and melodic minor. ● Build I, IV and V chords in 4 major and 4 minor keys. ● Compose rhythms using varying time signatures. ● 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"> ● Circle of Fifths ● Treble Staff ● Bass Staff ● Major/Minor ● Harmonic/Melodic 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>		

Recommended Instructional Activities: <ul style="list-style-type: none">● Label key signatures in several different selections.● Build scales and play on the keyboard/piano.● Build chords and play on the keyboard/piano.● Write a rhythm and perform for the class.● Play a simple song on the piano or other instrument.● Compose a song.	
Extension Strategies/Activities: <p>Students continually strive to learn and understand the components of a complete musical performance.</p>	
Cross-curricular Connections/Standards: <p>Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
Suggested Assessments: Teacher Observation	

Unit: Musical Styles	
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"> ● 1.3A.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>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"> ● Which style of music best exemplifies the American spirit? ● Which musician or group can be referred to as the creator of each style? ● Can events in the world influence music? ● Can you tell when a song is going to become a classic? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The style of music one chooses to listen to is an independent and personal choice. ● Every style of music is unique in some way.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Identify various styles of Western music: Classical, Spirituals, Ragtime, Folk, Jazz, Blues, Country, Pop, Rock, Alternative. ● Identify important musicians for each style. ● Determine musical style by listening to various recordings. ● Determine the influence of historical events on musical styles. ● Critique music of different styles. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Articles on the styles of music ● CD Player/ CD's ● Recordings 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● Classical ● Spirituals ● Ragtime ● Folk ● Jazz ● Blues ● Country ● Pop ● Rock ● Alternative
<p>Technology: Garage Band Various iPad applications 8.1.8.A.2; 8.1.8.A.1; 8.1.8.A.3</p>	

Recommended Instructional Activities:

- Define the who, what, where and when for each style.
- Create a presentation for an assigned style, highlighting the important musicians.
- Play game “Name That Style”
- Listen to recordings and discuss.

Extension Strategies/Activities:

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

Cross-curricular Connections/Standards:

Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3

21st Century Skills: CRP2; CRP6; CRP8
Suggested Assessments: Teacher Observation

Unit: Protest Music	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.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.	
Big Ideas: <ul style="list-style-type: none"> ● Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts. ● Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. ● An understanding of the elements and principles of art is essential to the creative process and artistic production. ● Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. 	
Essential Questions: <ul style="list-style-type: none"> ● Can a song influence people regarding politics? ● Can music influence people to make choices and decisions about societal issues? 	Enduring Understandings: <ul style="list-style-type: none"> ● Songwriters sometimes use their music to express political views.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none"> ● Identify music that was inspired by events in history. ● Identify the pioneers of protest music throughout American History. ● Create a song that makes a statement about something a 7th grade student might be concerned about. 	
Instructional Materials/Resources: <ul style="list-style-type: none"> ● Internet resources/articles on protest music ● Keyboards ● CD Player/ CD's 	Suggested Vocabulary <ul style="list-style-type: none"> ● Protest 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"> ● Define events in history that were associated with controversial music. ● List the important musicians for several historical events. ● Compose a protest 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.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8	

Suggested Assessments: Teacher Observation

Unit: African Music/Drumming

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

<p>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.</p> <p>NJSLS: 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.</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"> • Has the music of Africa been influenced by Western music? • Is music used mainly as entertainment in African culture? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Participating in a drum circle can improve skills in communication and listening, cooperative teamwork, and respect for others.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Understand and demonstrate the value and techniques of cooperative teamwork. • Demonstrate techniques for playing various types of drums and other percussion equipment. • Sing songs with percussion and other instruments from various multicultural traditions. • Improvise new drumming ensemble patterns which are complimentary to those played by other students. • Listen actively and critically to various styles of music which include percussion. • Understand how music reflects similar cultural themes and patterns found in art, dance, literature, social patterns, work, etc. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • World Music Drumming Teacher's Edition 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> • Djembe drum • Tubano drum • Talking drum • Bongos • Rattles • Shekere • Cowbell • Maracas • Claves • Guiro <p>Technology: Microsoft PowerPoint 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"> • Model proper technique for playing each instrument. • Play several drumming games, including echo and call and response patterns. • Play drum ensembles from varying cultures. 	
<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.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Teacher Observation</p>	

Unit: Piano Keyboarding

Suggested Sequence: Ongoing

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

<p>presenting works of art in dance, music, theatre, and visual art.</p> <p>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:</p> <p>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).</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 anyone learn to play a musical instrument? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Mastering a musical instrument take practice and patience.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Demonstrate the various forms and techniques of note reading. ● Demonstrate correct piano technique. ● Identify beginning keyboard theory. ● Perform piano repertoire 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Piano/Keyboards ● Alfred's Adult Piano Method, Book 1 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● Middle C Position ● C Position <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"> ● Play notes reading by direction, interval and note recognition. ● Play using proper hand posture and hand position, legato and staccato touch and down up wrist motion. ● Identify major five-finger position, perform intervals and recognize major key signatures. ● Perform folk songs and original melodies. Perform major chord progressions. 	
<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.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Teacher Observation</p>	

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

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- Be given a written lists of instructions
- Record a lesson, instead of taking notes
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- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
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Response accommodations:

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- 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)
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Timing accommodations:

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

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- 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 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.</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).</p>			
<p>Essential Questions</p> <ul style="list-style-type: none"> ● Are you able to produce a sound that is in tune?(within 2 Hz of A440) ● Do you know the fingerings of a 2-1/2 octave, diatonic scale in either the treble or bass clef? ● Can you identify/play a 1-1/2 octave chromatic scale? ● Can you name and locate each note on the musical staff within a 2-1/2 octave range? ● Can you play a song in complex meter? ● Are you able to recognize (hear) the difference between a major and minor chord? ● Do you know the components needed to build major and minor chords? ● Can you aurally recognize basic music intervals? 		<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Student intonation acuity will improve by 3 HZ ● Note degrees will be added as the student builds on the 2-1/2 octave diatonic and 1-1/2 octave chromatic scales. ● Students will perform music in complex meters; 5/4, 7/8, and 12/8. ● Students will be able to construct major and minor chords and differentiate their sounds. ● Students will have a basic knowledge of musical intervals within a one octave range. 	
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Identify the proper fingerings for each scale degree within a 2 octave scale. ● Name the letter of each note based on location on the musical staff, including chromatic degrees. ● Identify visually and aurally basic music intervals; Major & minor thirds, perfect 4th and 5th and an octave. ● Construct and aurally recognize major and minor chords. ● Perform band literature (1.5) 			

<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 1.5	<p>Suggested Vocabulary</p> <ul style="list-style-type: none">● Major chord● Minor chord● Interval● Thirds, 4th's, 5th's, octave● Complex meter
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">● Band literature and drills will offer experience in performing music with complex aural and rhythmic structure.	<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>Extension Strategies/Activities:</p> <ul style="list-style-type: none">● Students will benefit by performing in small ensembles and large groups – “Seventh Grade Band”, “Woodwind Ensemble” and “Jazz Band”● Concert performances● Field trip(s) with music festival performance options – “High Note Music Festival, Hershey, PA/ Washington, D.C./ New York City	
<p>Cross-curricular Connections/Standards: Language Arts: RI.7.5; RI.7.7; W.7.7; SL.7.5; L.7.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">● Teacher observation● Aural evaluation● Festival adjudication	

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~~