

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

Units: 1. Ceramics 2. Sculpture 3. Painting 4. 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. 1.1.8.D.3		
NJSLS: 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. NJSLS: <ul style="list-style-type: none"> ● 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. 		
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 three different cultural works to identify elements incorporated in them.		
Instructional Materials/Resources: Related tools and materials. Video resources Art prints on file Art in Your World text Adventures in Art , text Scholastic Arts magazines Internet Resources Art Library/ use of digital projector Edhelper membership AENJ Website	Suggested Vocabulary 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 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15
Recommended Instructional Activities: Class discussion/group activities Chart elements/principles in design products. Identify and label elements/principles in each work of art. Diagram the use of principles of art in professional and peer works of art. Web search/activity and sketch illustrating different cultures' art and their use of elements/principles.		

Extension Strategies/Activities:	
Cross-curricular Connections/Standards: Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3 21st Century Skills: CRP2; CRP6; CRP8	
Suggested Assessments: Sketched designs for each unit. Group participation/ charts and diagrams Overlay labeling of art prints Web search worksheets, sketches	

<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: ● 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. ● 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. NJSLS: ● 1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions. ● 1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying point of view and perspective. ● 1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context. ● 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks. ● 1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.</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: 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: Examine how the social environment influences artists in various media. Discuss how cultural influences add to the understanding of works of art.</p>		
<p>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</p>		<p>Suggested Vocabulary: Names, Styles/Statements, Nationality of Professional Artists Ceramics: functional, non-representational, unique, craftsmanship Sculpture: Model, installation, media Painting: Styles, techniques, tools Crafts: Craftsmanship, media, careers, techniques</p> <p>Technology: Computer lab/ variety of programs iPad Digital camera/projector with computer connection 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</p>
<p>Recommended Instructional Activities: Study three historical periods of art which indicate changes in technologies in the different units. 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.</p>		
<p>Extension Strategies/Activities:</p>		

Cross-curricular Connections/Standards:

Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

Reading comprehension lessons

Design/sketch/label to indicate understanding of learned information

Use student environment/culture to create a project

Form illustration to show impact cultures have on art and vice versa.

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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:</p> <ul style="list-style-type: none"> ● 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. ● 1.2.8.Cr2a: Organize and design artistic ideas for media arts productions. ● 1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent. <p>1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.</p>	
<p>Big Ideas: Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</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>	
<p>Instructional Materials/Resources: Unit -related tools and materials Unit related sample projects Video resources Art prints on file Art in Your World text Adventures in Art, text Scholastic Arts magazines</p>	<p>Suggested Vocabulary: Elements/Principles of art Form Function Craftsmanship</p>

<p>Internet Resources Art Library/ use of digital projector Edhelper membership AENJ Website</p>	<p>Technology: Computer lab/ variety of programs iPad Digital camera/projector with computer connection 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</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. Ceramics: Create functional and non-representational hand-built ceramic projects. Compare/contrast elements/ principles in the work of professional ceramic artists.</p>	

<p>Sculpture: Sketch original designs based on thematic personal communication Create sculptures in a variety of media.</p> <p>Painting: Create paintings in watercolor and acrylic mediums Explore various mediums in two-dimensional artworks. Identify and practice six painting techniques.</p> <p>Crafts: Demonstrate understanding of levels of craftsmanship and use of originality in a craft. Utilize intermediate level craftsmanship in two levels of craft production. Research one career in crafts.</p>	
<p>Extension Strategies/Activities:</p>	
<p>Cross-curricular Connections/Standards: Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments: Correct use of tools and materials. 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>	

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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>
<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: ● 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., selfinitiative, problem solving, collaborative communication) through performing various roles in producing media artworks. ● 1.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions. ● 1.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.</p>	
<p>Big Ideas: Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</p>	

<p>Essential Questions: Why should I care about the arts? What's the difference between a thoughtful and a thoughtless artistic judgment?</p>	<p>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</p>
<p>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.</p>	

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

Suggested Vocabulary

Elements/Principles of Art
Art Styles: Art Deco, Baroque, Cubism, Expressionism, Impressionism
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
9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14,
9.4.8.IML.15

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:

Cross-curricular Connections/Standards:

Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments:

Class discussion and participation
Compare/contrast individual and group activity work
Participation in Token Response Game
Verbal critique activities
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.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</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 Solfège Stage Presence Support Tone</p>

	<p>Technology: Piano Keyboard CD Player Recording devices PowerPoint iTunes 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</p>
<p>Recommended Instructional Activities:</p> <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.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3 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"> ● 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices. ● 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production. 	
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? How have theatrical performances influenced cultures from ancient to modern times?	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 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15
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.

Cross-curricular Connections/Standards:

Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3

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"> ● 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work. ● 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle. 	
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 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15

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.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3 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: 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience ● 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work. ● 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</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: 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</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.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3
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"> 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent. 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. 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 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15
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.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3

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.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. ● 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. 		
<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 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</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: Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3	

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments: Teacher Observation

Unit: Piano Keyboarding

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:

- 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.
- 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.
- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.
- 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

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:

- Can anyone learn to play a musical instrument?
- What makes an actor's portrayal convincing?

Enduring Understandings:

- Mastering a musical instrument take practice and patience.

Knowledge, Skills, and Instructional Objectives:

- Demonstrate the various forms and techniques of note reading.
- Demonstrate correct piano technique.
- Identify beginning keyboard theory.
- Perform piano repertoire

Instructional Materials/Resources:

- Piano/Keyboards
- Alfred's Adult Piano Method, Book 1

Suggested Vocabulary

- Middle C Position
- C Position

Technology:

Garage Band
 Various iPad applications
 9.4.8.IML.12, 9.4.8.IML.13,
 9.4.8.IML.14, 9.4.8.IML.15

Recommended Instructional Activities:

- 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.

Extension Strategies/Activities:

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

Cross-curricular Connections/Standards:

Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3

21st Century Skills: CRP2; CRP6; CRP8

Suggested Assessments: Teacher Observation

Unit: Guitar		Suggested Sequence: Ongoing
<p>NJCCCS:</p> <p>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.</p> <p>1.6 All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>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.</p> <p>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.</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"> ● How is the guitar used in music today? ● What are the similarities and differences between the acoustic and electric guitars? ● How are the piano and guitar similar? 	<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 guitar technique. ● Identify beginning guitar theory. ● Perform guitar repertoire 		
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Guitars ● Alfred's Adult Guitar Method, Book 1 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● Acoustic ● Electric ● Pick ● Strum ● Finger 	
	<p>Technology: Garage Band Various iPad applications 9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</p>	

Recommended Instructional Activities:

- Play notes reading by direction, interval and note recognition.
- Play using proper hand posture and hand position, and strumming technique.
- Demonstrate the note son each string.
- Perform folk songs and original melodies.
- Perform chord progressions.

Extension Strategies/Activities:

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

Cross-curricular Connections/Standards:

Language Arts: RI.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3

21st Century Skills: CRP2; CRP6; CRP8

Eastampton Township School
District

Curriculum Guide

Grade: 6th
Grade

Content Area: Visual and Performing Arts – General
Music

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

<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: 1.1.8.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. 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"> ● 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work. ● 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work. 1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work. ● 1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced. ● 1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work. 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Are you able to produce a sound that is in tune?(A440) ● Do you know the fingerings of a 3 octave, diatonic scale in either the treble or bass clef? ● Can you identify/play a 2 octave chromatic scale? ● Can you name and locate each note on the musical staff within a 3 octave range? ● Are you able to recognize (hear) the difference between a diminished and augmented chord? ● Do you know the components needed to build augmented and diminished chords? ● Can you aurally recognize advanced music intervals? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Student intonation acuity will improve by 2 HZ ● Note degrees will be added as the student builds on the 3 octave diatonic, and 2 octave chromatic scales. ● Students will be able to construct augmented and diminished chords and differentiate their sounds. ● Students will have a knowledge of musical intervals within a one octave range, utilizing all scale degrees. 	

Knowledge, Skills, and Instructional Objectives:

- Identify the proper fingerings for each scale degree within a 3 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 2nd's, 6th's and 7th's.
- Construct and aurally recognize augmented and diminished chords.
- Perform band literature (2.0)

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● Piano keyboard ● CD player ● Chromatic tuner ● Computer ● Band literature – Grade 2.0 	<p>Suggested Vocabulary</p> <ul style="list-style-type: none"> ● Augmented chord ● Diminished chord ● Major 2nd's, 6th's and 7th's ● 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>9.4.8.IML.12, 9.4.8.IML.13, 9.4.8.IML.14, 9.4.8.IML.15</p>
<p>Extension Strategies/Activities:</p> <ul style="list-style-type: none"> ● Students will benefit by performing in small ensembles and large groups – “Eighth 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.8.5; RI.8.7; W.8.7; SL.8.5; L.8.3 21st Century Skills: CRP2; CRP6; CRP8</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation ● Aural evaluation ● Festival adjudication 	

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- Be given a written lists of instructions
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- Use a calculator or table or "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

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- 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)
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- Take a test in small group setting
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- Have extra time to process oral information and directions
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Scheduling accommodations:

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- 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
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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~~