Deal School Curriculum

Visual and Performing Arts

Curriculum Guide
Grades K-8

Deal School

Deal, New Jersey

2024
Board of Education

Kay Jannarone, President
Michael Sorrentino, Vice President

Giovanni Astorino
Joseph Nachmani
Joseph Rishty

Administration

Donato Saponaro, Jr.
Superintendent of Schools

Curriculum Writing Committee

<u>Administration</u>

Donato Saponaro, Jr.

<u>Teacher(s)</u>

Natasha Bloomquist
Michele Russo

<u>Developed and Written</u>

August – November 2014

<u>Revised</u>

December 2018
January - May 2024

<u>Board Approved</u>

August 2024

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 2

<table>
<tr><td align="center" style="background-color:#800000;color:white">Desired Outcomes
Creating</td></tr>
</table>

Anchor Standard 1: Generating and Conceptualizing Ideas
Practice: Imagine
Performance Expectations:
1.3A.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

Anchor Standard 2: Organizing and developing ideas
Practices: Plan, Make
Performance Expectations:
1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

Anchor Standard 3: Organizing and developing ideas
Practices: Evaluate, Refine
Performance Expectations:
1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Enduring Understandings	**Essential Questions**
Anchor Standard 1 • The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Anchor Standard 2 • Musicians' creative choices are influenced by their expertise, context and expressive intent. Anchor Standard 3	Anchor Standard 1 • How do musicians generate creative ideas? Anchor Standard 2 • How do musicians make creative decisions? Anchor Standard 3 • How do musicians improve the quality of their creative work?

Learners will know…	Learners will be able to….
● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	

Learners will know…	Learners will be able to….
● Composers use forms to help organize creative ideas. ● Composers explore new rhythmic and melodic ideas. ● Personal music is influenced by a variety of preferences. ● Musicians create music for a specific purpose and audience.	● Identify and compose in AB, ABA and rondo form and recognize and understand the repeat sign. ● Create expressive elements to add to poems, speech pieces, stories and songs. ● Use graphics, iconic notation or standard notation to generate new ideas. ● Recognize how a variety of composers were influenced in their compositions. ● Create compositions using notation or technology such as composing platforms with premade loops that reflect students' personal creative choices. ● Use teacher feedback, peer feedback and personal reflection to evaluate and refine compositions and produce a quality original composition.

Assessment Evidence

Formative
Concert Self Assessment Reflections
Composition Assignments
Visual Teacher observation of student movement
Aural Teacher evaluation

Summative
Quaver Curriculum assessment response sheets
Vocal/Instrumental rubric specific performance assessments
Written responses to listening examples

Alternative
Rubric specific projects

Rubric specific performance

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group activity related
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Seesaw
Chrome Music Lab
Garageband
Soundtrap
Brainpop
www.classicsforkids.com
www.quavermusic.com
www.musictheory.net
www.sfskids.com
www.nyphilkids.org
www.therhythmtrainer.com

Pacing Guide

Kindergarten
https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1
https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjlXjbcy3CpL3qwfHBeiaOlA8YWxhRBFCdZNC6yRvop-gY/pub

Grade 2
https://docs.google.com/document/d/e/2PACX-1vSRcskFrieMYcUkJfXS10rX3c9ZH298sUGYBXVSYeoAvhd4blH9_bdkXcI5U1Xss1bK7S4jDUcYRY4E/pub

21st Century Life and Careers

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections/Cross Curricular Opportunities

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.

RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.WF.1.1D Recognize that each syllable is organized around a vowel sound.

K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.

1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed

Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in
smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for
assignments.
Implement RAFT activities as they pertain to the types / modes of communication
(role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 2
Desired Outcomes **Performing**

Anchor Standard 4: Selecting, analyzing and interpreting work.
Practices: Select, Analyze, Interpret
Performance Expectations:
1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Rehearse, Evaluate, Refine
Performance Expectations:
1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and

effectiveness of performance.

1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.

1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

Anchor Standard 6: Conveying meaning through art.
Practice: Present
Performance Expectations:
1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Enduring Understandings	**Essential Questions**
Anchor Standard 4 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Anchor Standard 5 ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. Anchor Standard 6 ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	Anchor Standard 4 ● How do performers select repertoire? Anchor Standard 5 ● How do musicians improve the quality of their performance? Anchor Standard 6 ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?
Learners will know…	**Learners will be able to….**
● The presence of beat is in music and the world around us. ● The voice is an instrument and can be used in different ways.	● Identify and express a steady beat through singing, moving and playing. ● Identify and distinguish between

- Melodic direction affects musical experience. Pitch can be high/low and can move up and down. - Rhythm can be felt best when we sing, play instruments, or move to music with a steady beat. - Music contains different patterns and meters. - Dynamics are an expressive component of music that creates interest. - Tempo is an expressive component of music that creates interest. - Musicians prepare performances for a specific purpose and target audience.	strong and weak beats through singing, moving and playing. - Distinguish between whisper, talk, shout and sing and demonstrate proper breathing techniques and vocal production. - Experience and identify melodic patterns and direction (using iconic or standard notation) through listening, singing, playing and composing. Identify the home tone. - Sing and perform songs (including partner songs and rounds) from a variety of genres, times and cultures. - Sing, move, play and perform rhythms (standard or iconic notation) up to duration of half note and half rest. - Recognize and perform musical activities related to meters of 2, 3 or 4. - Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms such as piano, forte, crescendo and decrescendo and apply to listening and performing activities. - Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. - Rehearse and perform music for various types of concerts and audiences (e.g. winter concert, halloween concert). Reflect on progress and identify specific technical improvements that need to be mastered before the performance.

Assessment Evidence

Formative

Concert Self Assessment Reflections
Visual Teacher observation of student movement
Aural Teacher evaluation of student vocal and/or instrumental performances

Summative
Quaver Curriculum assessment response sheets
Google Forms assessment response sheets
Vocal/Instrumental rubric specific performance assessments
Written responses to listening examples
Concerts and/or Showcases

Alternative
Rubric specific projects
Rubric specific performance
Written reflections on individual mastery of the musical material and the purpose of the concert if a student cannot attend.

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group activity related
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Music K8
Music Express
JW Pepper
Seesaw
www.quavermusic.com
www.musictheory.net
www.sfskids.com
www.nyphilkids.org
www.therhythmtrainer.com

Pacing Guide

Kindergarten
https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1
https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjlXjbcy3CpL3qwfHBeiaOlA8YWxhRBFCdZNC6yRvop-gY/pub

Grade 2

21ˢᵗ Century Life and Careers

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections/Cross Curricular Opportunities

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.
RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.WF.1.1D Recognize that each syllable is organized around a vowel sound.
K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts

1.3A General Music Standards by Grade 2

Anchor Standard 7: Perceiving and analyzing products.
Practices: Select, analyze
Performance Expectations:
1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Interpreting intent and meaning.
Practice: Interpret
Performance Expectation:
1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Anchor Standard 9: Applying criteria to evaluate products.
Practice: Evaluate
Performance Expectation:
1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Enduring Understandings	Essential Questions
Anchor Standard 7 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. Anchor Standard 8 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Anchor Standard 9 ● The personal evaluation of musical work(s) and performance(s) is informed by	Anchor Standard 7 ● How do individuals choose music to experience? How does understanding the structure and context of music inform a response? Anchor Standard 8 ● How do we discern the musical creators' and performers' expressive intent? Anchor Standard 9 ● How do we judge the quality of musical work(s) and performance(s)?

Learners will know…	Learners will be able to….
analysis, interpretation, and established criteria.	

Learners will know…	Learners will be able to….
● The elements of music are essential to how music is composed and experienced. ● Creators and performers use a variety of tools to compose music based on personal preference and personal influence. ● Composers use forms to help organize creative ideas. ● Understanding the context for a creators' decisions influences personal preferences.	● Identify the basic elements of music such as rhythm, melody, harmony, timbre, tempo, dynamics and form. ● Identify instrument families, create, play, improvise and perform on homemade instruments. Recognize different types of performing ensembles. Describe the role of technology in music creation. ● Identify and compose in AB, ABA and rondo form and recognize and understand the repeat sign. ● Students will compare and contrast music from a variety of sources. Students will study the Baroque period. Students will compare and contrast folk songs from various cultures and perform dances and movements. Students will identify music that is meaningful for a variety of cultural celebrations and other purposes.

Assessment Evidence

Formative
Visual Teacher observation of student movement
Aural Teacher evaluation
Drawings or movement activities reflecting student understanding of how various instruments or expressive qualities are present in a musical selection.
Whole group discussion and sharing of music that is meaningful to them or their families and why.

Summative
Quaver Curriculum assessment response sheets
Presentations comparing various styles of music and explaining personal preferences
Performing songs and dances or movements from a variety of cultures and genres

Alternative

Rubric specific projects

Rubric specific performance

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity

10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching

10-15 minutes whole or small group activity related

2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music

Seesaw

Chrome Music Lab

Google Arts and Culture Virtual Tours

Brainpop

PBS Music

www.quavermusic.com

www.sfskids.com

www.nyphilkids.org

www.classicsforkids.com

Carnegie Hall Music Explorers

Pacing Guide

Kindergarten

https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1

https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjlXjbcy3CpL3qwfHBeiaOlA8YWxhRBFCdZNC6yRvop-gY/pub

Grade 2

https://docs.google.com/document/d/e/2PACX-1vSRcskFrieMYcUkJfXS10rX3c9ZH298sUGYBXVSYeoAvhd4blH9_bdkXcI5U1Xss1bK7S4jDUcYRY4E/pub

21st Century Life and Careers

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections/Cross Curricular Opportunities

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.
RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.WF.1.1D Recognize that each syllable is organized around a vowel sound.
K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 2
Desired Outcomes **Connecting**
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. **Practice: Interconnection** **Performance Expectations:** **1.3A.2.Cn10a:** Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. **Anchor Standard 11: Relating artistic ideas and works within societal, cultural,**

and historical contexts to deepen understanding.
Practice: Interconnection
Performance Expectations:
1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Enduring Understandings	Essential Questions
Anchor Standard 10 and 11 ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding	Anchor Standard 10 ● How do musicians make meaningful connections to creating, performing, and responding? Anchor Standard 11 ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Learners will know…	**Learners will be able to….**

- Composers use forms to help organize creative ideas. - Composers explore new rhythmic and melodic ideas. - Musicians create music for a specific purpose and audience. - Dynamics are an expressive component of music that creates interest. - Tempo is an expressive component of music that creates interest. - The elements of music are essential to how music is composed and experienced. - Connections between music and the rest of the world and daily life are all around us.	- Identify and compose in AB, ABA and rondo form and recognize and understand the repeat sign. - Create expressive elements to add to poems, speech pieces, stories and songs. - Use graphics, iconic notation or standard notation to generate new ideas. - Use teacher feedback, peer feedback and personal reflection to evaluate and refine compositions and produce a quality original composition. - Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms such as piano, forte, crescendo and decrescendo and apply to listening and performing activities. - Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. - Identify the basic elements of music such as rhythm, melody, harmony, timbre, tempo, dynamics and form. - Identify specific ways that music influences daily lives by connecting music to personal experience, historical contexts, cultural contexts and to other subjects and disciplines.

Assessment Evidence

Formative
Quaver Curriculum assessment response sheets
Presentations comparing various styles of music and explaining personal preferences
Identifying and listening to songs and dances or movements from a variety of cultures and genres

Summative

Quaver Curriculum assessment response sheets
Written responses to listening examples
Projects in which students intentionally compose or select music that is a reflection of their personality, influences or personal preferences.

Alternative
Rubric specific projects
Rubric specific performance

Suggested Learning Plan

5 minutes vocal or other warm-up and Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group activity related
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Seesaw
Chrome Music Lab
Google Arts and Culture Virtual Tours
Brainpop
PBS Music
www.quavermusic.com
www.sfskids.com
www.nyphilkids.org
www.classicsforkids.com
Carnegie Hall Music Explorers

Pacing Guide

Kindergarten
https://docs.google.com/document/d/e/2PACX-1vR59QPAB-gAU3Ttw5Sf9OiumHi_GMbm7IcFQBEVQZ3Ak5F6KCQGCTwVG7bp6MHJv1BS2uA-HvnLpM4Z/pub

Grade 1
https://docs.google.com/document/d/e/2PACX-1vRnrV3ZiQpLashFkQEb3a451G8CumCXr-QjlXjbcy3CpL3qwfHBeiaOlA8YWxhRBFCdZNC6yRvop-gY/pub

Grade 2
https://docs.google.com/document/d/e/2PACX-1vSRcskFrieMYcUkJfXS10rX3c9ZH298sUGYBXVSYeoAvhd4blH9_bdkXcI5U1Xss1bK7S4jDUcYRY4E/pub

21st Century Life and Careers

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections/Cross Curricular Opportunities

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.
RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.WF.1.1D Recognize that each syllable is organized around a vowel sound.
K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 5
Desired Outcomes **Creating**
Anchor Standard 1: Generating and conceptualizing ideas. **Practice: Imagine** **Performance Expectations:** **1.3A.5.Cr1a:** Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific

purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and developing ideas.
Practices: Plan, Make
Performance Expectations:
1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.
1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

Anchor Standard 3: Refining and completing products.
Practices: Evaluate, Refine
Performance Expectations:
1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Enduring Understandings	Essential Questions
Anchor Standard 1 ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Anchor Standard 2 ● Musicians' creative choices are influenced by their expertise, context, and expressive intent. Anchor Standard 3 ● Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	Anchor Standard 1 ● How do musicians generate creative ideas? Anchor Standard 2 ● How do musicians make creative decisions? Anchor Standard 3 ● How do musicians improve the quality of their creative work?
Learners will know…	**Learners will be able to….**
● The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy and are needed for	● Identify the elements of music in response to aural prompts and music notational systems. ● Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and

composing. ● Music is created for a variety of purposes including different cultures, historical contexts, personal influences and for a variety of purposes and audiences.	differentiate basic structures. ● Experience and compose simple chord progressions and differentiate between major and minor chords using music notation systems and/or technology platforms such as Soundtrap and Garageband. ● Explore music from a variety of composers and identify reasons for creative choices as well as the purpose of the music. ● Compose music for a specific purpose (e.g. commercial jingle, accompany a video clip, background music for a student's written work) or audience.

Assessment Evidence

Formative
Composing Journals
Teacher and student conferencing
Peer feedback
Short listening activity responses

Summative
Composition Assignments
Presentation of student creative work with an explanation of influences, purposes and intended audience.
Quaver Curriculum assessment response sheets
Written responses to listening examples

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband

Yousician for Ukulele
Seesaw
Brainpop
Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3
https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNYan3GejKOfBfcgUyrijA_CTpPJgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4
https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5
https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPpNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

L.RF.3.3.C Decode multisyllable words.

L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

3.NF.A.3B Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., 1/2 = 2/4, 4/6 = 2/3 ,). Explain why the fractions are equivalent with the support of a visual fraction model.

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 5
Desired Outcomes **Performing**

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Practices: Select, Analyze, Interpret
Performance Expectations:
1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill**.**
1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
1.3A.5.Pr4c: Analyze selected music by reading and performing using standard

notation.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Rehearse, Evaluate, Refine
Performance Expectations:
1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Anchor Standard 6: Conveying meaning through art.
Practice: Present
Performance Expectations:
1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Enduring Understandings	Essential Questions
Anchor Standard 4 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Anchor Standard 5 ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. Anchor Standard 6 ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is	Anchor Standard 4 ● How do performers select repertoire? Anchor Standard 5 ● How do musicians improve the quality of their performance? Anchor Standard 6 ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?

presented influence audience response.	
Learners will know…	**Learners will be able to….**
- The voice is an instrument and can be used in different ways. - Melodic movement affects the way music is experienced. - Rhythm is present in the music we experience and composers make choices that enhance their musical ideas. - Music contains different patterns and meters. - Dynamics are an expressive component of music that creates interest. - Tempo is an expressive component of music that creates interest. - Musicians prepare performances for a specific purpose and target audience.	- Distinguish between vocal ranges such as SATB and demonstrate how harmonic elements such as descants add color to music. - Perform songs using proper vocal technique, breathing and phrasing. - Improvise melodies in a given pitch set such as the pentatonic scale. - Understand the relationship between half steps, whole steps and major scale patterns. - Sing, move, play and perform rhythms (standard or iconic notation) up to duration of whole notes and rests, sixteenth notes and rests, dotted notes, triplets and tied notes. - Experience, identify and create rhythm combinations and styles (e.g. syncopation) from various cultures, historical contexts and styles. - Recognize and perform musical activities related to meters of 2, 3, 4 and 6/8 and develop rhythm dictation skills within a given meter. - Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms up to fortissimo and sforzando. - Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. Use terms such as largo, moderato, presto, etc. when experiencing, composing or performing music.

	● Rehearse and perform music for various types of concerts and audiences (e.g. spring showcase). Reflect on progress and identify specific technical improvements that need to be mastered before the performance.

Assessment Evidence

Formative
Concert Self Assessment Reflections
Composition Assignments
Visual Teacher observation of student movement
Aural Teacher evaluation
Instrument progress journals

Summative
Quaver Curriculum assessment response sheets
Written responses to listening examples
Ukulele playing tests
Recorder playing tests
Concerts

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects
Written reflections on individual mastery of the musical material and the purpose of the concert if a student cannot attend.

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Ukulele
Seesaw
Brainpop
Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com

www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3

https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNYan3GejKOfBfcgUyrijA_CTpPJgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4

https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5

https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPpNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
L.RF.3.3.C Decode multisyllable words.
L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
3.NF.A.3B Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., $1/2 = 2/4$, $4/6 = 2/3$,). Explain why the fractions are equivalent with the support of a visual fraction model.

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 5
Desired Outcomes **Responding**
Anchor Standard 7: Perceiving and analyzing products. **Practices: Select, Analyze** **Performance Expectations:** **1.3A.5.Re7a:** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. **1.3A.5.Re7b:** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical) **Anchor Standard 8: Applying criteria to evaluate products.** **Practice: Evaluate**

Performance Expectations:
1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Anchor Standard 9: Interpreting intent and meaning.
Practice: Interpret
Performance Expectations:
1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Enduring Understandings	Essential Questions
Anchor Standard 7 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. Anchor Standard 8 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Anchor Standard 9 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Anchor Standard 7 ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? Anchor Standard 8 ● How do we judge the quality of musical work(s) and performance(s)? Anchor Standard 9 ● How do we discern the musical creators' and performers' expressive intent?
Learners will know…	**Learners will be able to….**
● The elements of music are essential to how music is composed and experienced. ● Creators and performers use a variety of tools to compose music based on personal preference and personal influence. ● Composers use forms to help organize creative ideas.	● Identify the basic elements of music such as rhythm, melody, harmony, timbre, tempo, dynamics and form. ● Identify instrument families, create, play, improvise and perform on homemade instruments. Recognize different types of performing ensembles.

● Understanding the context for a creators' decisions influences personal preferences.	Describe the role of technology in music creation. ● Identify and compose in a variety of song formats and use language such as introduction, verse, chorus, refrain, lyrics, etc. ● Compare and contrast music from a variety of sources. Identify music from the Classical, Romantic and Impressionist periods of music. Experience, play and perform music from a wide variety of other styles including music from various cultures, historical contexts, genres, time periods and styles.

Assessment Evidence

Formative
Concert Self Assessment Reflections
Composition Assignments
Short listening reflections

Summative
Quaver Curriculum assessment response sheets
Written responses to listening examples
Group projects and presentations demonstrating an understanding of how composers make creative choices.

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Ukulele
Seesaw
Brainpop

Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3
https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNYan3GejKOfBfcgUyrijA_CTpPJgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4
https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5
https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPpNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

L.RF.3.3.C Decode multisyllable words.

L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

3.NF.A.3B Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., $1/2 = 2/4$, $4/6 = 2/3$,). Explain why the fractions are equivalent with the support of a visual fraction model.

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.

8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of music and/or musicians to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 5
Desired Outcomes **Connecting**
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. **Practice: Interconnection** **Performance Expectations:** **1.3A.5.Cn10a:** Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

Practice: Interconnection
Performance Expectations:
1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Enduring Understandings	**Essential Questions**
Anchor Standard 10 and 11 ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	Anchor Standard 10 ● How do musicians make meaningful connections to creating, performing, and responding? Anchor Standard 11 ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Learners will know…	**Learners will be able to….**
● Music is created for a variety of purposes including different cultures, historical contexts, personal influences and for a variety of purposes and audiences. ● Dynamics are an expressive component of music that creates interest. ● Tempo is an expressive component of music that creates interest. ● Creators and performers use a variety of tools to compose music based on personal preference and personal influence. ● Connections between music and the rest of the world and daily life are all around us.	● Experience and compose simple chord progressions and differentiate between major and minor chords using music notation systems and/or technology platforms such as Soundtrap and Garageband. ● Explore music from a variety of composers and identify reasons for creative choices as well as the purpose of the music. ● Compose music for a specific purpose (e.g. commercial jingle, accompany a video clip, background music for a student's written work) or audience. ● Identify dynamic contrast and demonstrate through singing, movement, playing and performing. Recognize terms up to fortissimo and sforzando. ● Demonstrate understanding of tempos in music and all around us through singing, playing, moving and performing. Use terms such as largo, moderato, presto, etc. when experiencing, composing or performing music. ● Identify and compose in a variety

	of song formats and use language such as introduction, verse, chorus, refrain, lyrics, etc. ● Identify specific ways that music influences daily lives by connecting music to personal experience, historical contexts, cultural contexts and to other subjects and disciplines.

Assessment Evidence

Formative
Concert Self Assessment Reflections
Composition Assignments
Visual Teacher observation of student movement
Aural Teacher evaluation

Summative
Quaver Curriculum assessment response sheets
Written responses to listening examples
Ukulele playing tests
Recorder playing tests

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Ukulele
Seesaw
Brainpop
Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight

Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

Pacing Guide

Grade 3
https://docs.google.com/document/d/e/2PACX-1vQz6ucF0_DFNYan3GejKOfBfcgUyrijA_CTpPJgqzBnV2sdA-l2VISKuDFUHWiwR8Ct1pDjokbdA9BF/pub

Grade 4
https://docs.google.com/document/d/e/2PACX-1vRPaidU2PrNmA8hCRP35EsmF--ANi_K7Oeem67XllhfUR81tSe48-TzbiZE523s7hnbzpzMXdaM-DHd/pub

Grade 5
https://docs.google.com/document/d/e/2PACX-1vQYUNICbQwL0Y1MyYjceCdTPgf4Nr_jUIGrw5geWPpNypxbNcm9lvJmAGOi-YrJuD7Cq561Rf6YWlwK/pub

21st Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

L.RF.3.3.C Decode multisyllable words.
L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
3.NF.A.3B Recognize and generate simple equivalent fractions by reasoning about their size, (e.g., 1/2 = 2/4, 4/6 = 2/3 ,). Explain why the fractions are equivalent with the support of a visual fraction model.

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in
smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for
assignments.
Implement RAFT activities as they pertain to the types / modes of communication
(role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 8
Desired Outcomes **Creating**

Anchor Standard 1: Generating and conceptualizing ideas.
Practice: Imagine
Performance Expectations:
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).

Anchor Standard 2: Organizing and developing ideas.
Practices: Plan, Make
Performance Expectations:
1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.

1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and completing products
Practices: Evaluate, Refine
Performance Expectations:
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.

Enduring Understandings	Essential Questions
Anchor Standard 1 ● The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources. Anchor Standard 2 ● Musicians' creative choices are influenced by their expertise, context and expressive intent. Anchor Standard 3 ● Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.	Anchor Standard 1 ● How do musicians generate creative ideas? Anchor Standard 2 ● How do musicians make creative decisions? Anchor Standard 3 ● How do musicians improve the quality of their creative work?
Learners will know…	**Learners will be able to….**
● The structure of a musical work is influenced by a variety of sources. ● Personal musical ideas and influences can be used intentionally in a composition.	● Interpret, compose and improvise music within specific structural forms up to Theme and Variation and demonstrate an understanding of the purpose of transitions, introductions, codas and other expanded forms. ● Use the elements of music to incorporate personal musical ideas into an expanded form composition using iconic or standard notation or recording technologies.
Assessment Evidence	

Formative
Concert Self Assessment Reflections
Composition Assignments
Peer evaluation of student compositions

Summative
Written responses to listening examples
Guitar playing tests
Composition projects such as adding a complete soundtrack to a fable, composing music for a personal podcast, etc.

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and/or Do Now activity
10-15 minute whole group instruction - example: introduction of a song through listening and/or rote teaching
10-15 minutes whole or small group related activity
2-5 minute closing activity and/or assessment
Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Guitar
Seesaw
Brainpop
Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

LGBTQ+ and Disabilities:

[Famous People with Disabilities](#)
[LGBTQ+ Jazz Musicians](#)
https://teachrock.org/
[Beethoven Rocks](#)
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf
📄 **Beethoven's Moonlight Sonata Lesson Plan.pdf**

Pacing Guide

Grade 6
[https://docs.google.com/document/d/e/2PACX-1vSDCJ8QXAGFC3xZcPTkVf6I_YWC UNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub](https://docs.google.com/document/d/e/2PACX-1vSDCJ8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub)

Grade 7
[https://docs.google.com/document/d/e/2PACX-1vQ7UM8Ju2__DO8kZXvkc3WBHSL iefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub](https://docs.google.com/document/d/e/2PACX-1vQ7UM8Ju2__DO8kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub)

Grade 8
[https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N 8spCSyeUfIqClBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub](https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N8spCSyeUfIqClBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub)

21st Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2. 9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 8
Desired Outcomes **Performing**

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Practices: Select, Analyze, Interpret
Performance Expectations:
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).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Rehearse, Evaluate, Refine
Performance Expectations:
1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying meaning through art.
Practice: Present
Performance Expectations:
1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Enduring Understandings	Essential Questions
Anchor Standard 4 ● Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire Anchor Standard 5 ● To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. Anchor Standard 6 ● Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.	Anchor Standard 4 ● How do performers select repertoire? Anchor Standard 5 ● How do musicians improve the quality of their performance? Anchor Standard 6 ● When is a performance judged ready to present? ● How do context and the manner in which musical work is presented influence audience response?
Learners will know…	**Learners will be able to….**
● A variety of factors influence repertoire selection for a performance. ● Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy. ● Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of	● Select and perform instrumental or vocal compositions independently and in groups according to their level of technical ability and cite the reasoning for the selection. ● Apply theoretical understanding of expressive and dynamic music terminology to the musical performances including notes in the bass and treble clef. ● Improvise music in a selected genre or style, using the elements of music that are consistent with

music.	basic playing and/or singing techniques in that genre or style.

Assessment Evidence

Formative
Concert Self Assessment Reflections
Rehearsal and performance journals
Composition Assignments
Aural Teacher evaluation
Peer evaluation of student compositions

Summative
Written responses to listening examples
Guitar playing tests
Performance rubrics
Written reflections on individual mastery of the musical material and the purpose of the concert if a student cannot attend.

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and Do Now activity (or tuning and warm up for instruments)
5-10 minutes lesson
15-20 Whole Group or Small Group activities
5-10 minutes Whole or Small Group and/or Independent closing activity
Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Guitar
Seesaw
Brainpop
Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org

www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

LGBTQ+ and Disabilities:
Famous People with Disabilities
LGBTQ+ Jazz Musicians
https://teachrock.org/
Beethoven Rocks
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf
📄 Beethoven's Moonlight Sonata Lesson Plan.pdf

Pacing Guide

Grade 6
https://docs.google.com/document/d/e/2PACX-1vSDCJ8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7
https://docs.google.com/document/d/e/2PACX-1vQ7UM8Ju2__DO8kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8
https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N8spCSyeUfIqClBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub

21ˢᵗ Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2. 9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
 6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
 6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
 RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice

Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 8

Desired Outcomes
Responding

Anchor Standard 7: Perceiving and analyzing products.
Practices: Select, Analyze
Performance Expectations:
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.

Anchor Standard 8: Applying criteria to evaluate products.
Practices: Evaluate
Performance Expectations:
1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning.
Practice: Interpret

Performance Expectations:
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.

Enduring Understandings	Essential Questions
Anchor Standard 7 ● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. Anchor Standard 8 ● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Anchor Standard 9 ● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	Anchor Standard 7 ● How do individuals choose music to experience? ● How does understanding the structure and context of music inform a response? Anchor Standard 8 ● How do we judge the quality of musical work(s) and performance(s)? Anchor Standard 9 ● How do we discern the musical creators' and performers' expressive intent?

Learners will know…	Learners will be able to….
● Individuals choose music to experience and evaluate based on a variety of factors.	● Use their knowledge of how music is influenced by the elements of music as well as social, cultural and/or historical contexts to understand the intent of a composer or creator's work.

Assessment Evidence
Formative Listening journals   **Summative** Written responses to listening examples

Presentations and projects analyzing, interpreting and evaluating a variety of music and composers from various social, cultural, historical eras, genres and styles.

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and Do Now activity (or tuning and warm up for instruments)
5-10 minutes lesson
15-20 Whole Group or Small Group activities
5-10 minutes Whole or Small Group and/or Independent closing activity
Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Guitar
Seesaw
Brainpop
Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

LGBTQ+ and Disabilities:
Famous People with Disabilities
LGBTQ+ Jazz Musicians
https://teachrock.org/
Beethoven Rocks
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf
📄 Beethoven's Moonlight Sonata Lesson Plan.pdf

Pacing Guide

Grade 6

https://docs.google.com/document/d/e/2PACX-1vSDCJ8QXAGFC3xZcPTkVf6I_YWC
UNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7
https://docs.google.com/document/d/e/2PACX-1vQ7UM8Ju2_DO8kZXvkc3WBHSL
iefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8
https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N
8spCSyeUfIqClBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2.
9.2.8.CAP.11 Analyze potential career opportunities by considering different types of
resources, including occupation databases, and state and national labor market
statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and
industries

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major
achievements of the people living Asia, Africa (Islam), Europe and the Americas over
time.
6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and
communicate the best one to an appropriate government body.
6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in
shaping people's lives and share this information with individuals who might benefit
from this information
RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and
explain how it is conveyed through particular details; provide a summary of the text
distinct from personal opinions or judgments.
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to
support analysis of what an informational text says explicitly as well as inferences
drawn from the text.
L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and
domain-specific words and phrases.
L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase
important to comprehension or expression.
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound)
and visual displays in presentations to clarify information.

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.3A General Music Standards by Grade 8

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products
Practice: Interconnection
Performance Expectations:
1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Practice: Interconnection
Performance Expectations:
1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Enduring Understandings	Essential Questions
Anchor Standard 10 and 11 ● Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.	Anchor Standard 10 ● How do musicians make meaningful connections to creating, performing and responding? Anchor Standard 11 ● How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
Learners will know…	**Learners will be able to….**
● Personal musical ideas and influences can be used intentionally in a composition. ● A variety of factors influence repertoire selection for a performance. ● Individuals choose music to experience and evaluate based on a variety of factors.	● Use the elements of music to incorporate personal musical ideas into an expanded form composition using iconic or standard notation or recording technologies. ● Select and perform instrumental or vocal compositions independently and in groups

● Connections between music and the rest of the world and daily life are all around us.	according to their level of technical ability and cite the reasoning for the selection. ● Use their knowledge of how music is influenced by the elements of music as well as social, cultural and/or historical contexts to understand the intent of a composer or creator's work. ● Identify specific ways that music influences daily lives by connecting music to personal experience, historical contexts, cultural contexts and to other subjects and disciplines.

Assessment Evidence

Formative
Listening journals and composing journals
Aural Teacher evaluation
Peer evaluation of student compositions

Summative
Written responses to listening examples
Guitar playing tests
Composition Assignments

Alternative
Vocal/Instrumental rubric specific performance assessments
Rubric specific projects

Suggested Learning Plan

5 minutes vocal/instrumental or other warm-up and Do Now activity (or tuning and warm up for instruments)
5-10 minutes lesson
15-20 Whole Group or Small Group activities
5-10 minutes Whole or Small Group and/or Independent closing activity
Use of Whole Group, Small Group and Independent activities varies from class to class depending on the type of musical activity being performed.

Suggested Learning Resources

Quaver's Marvelous World of Music
Google Classroom
Soundtrap
Garageband
Yousician for Guitar
Seesaw
Brainpop

Chrome Music Lab
musedlab.org
Carnegie Hall Musical Explorers
www.quavered.com
www.musictheory.net
Noteflight
Flat
www.sfskids.com
www.nyphilkids.org
www.musictechteacher.com
www.therhythmtrainer.com
www.classicsforkids.com

LGBTQ+ and Disabilities:
Famous People with Disabilities
LGBTQ+ Jazz Musicians
https://teachrock.org/
Beethoven Rocks
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf
📄 Beethoven's Moonlight Sonata Lesson Plan.pdf

Pacing Guide

Grade 6
https://docs.google.com/document/d/e/2PACX-1vSDCJ8QXAGFC3xZcPTkVf6I_YWCUNpF72SLusozyaRhiE9SUNAAUqUMcj8_P6Y7f9Nko9lLnppAh6g0/pub

Grade 7
https://docs.google.com/document/d/e/2PACX-1vQ7UM8Ju2__DO8kZXvkc3WBHSLiefOMxl9-kmSlwsFdSUJ909SJ-a8aeD2RjeL876kbuv0iRk1CRGW3/pub

Grade 8
https://docs.google.com/document/d/e/2PACX-1vTYpW-bzj68v12lkBSKfK1FSE6-N8spCSyeUfIqClBTXi-GOw5ovmC6RLXHaha8Wi7xDSRpz7TnFEsh/pub

21st Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2. 9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information

RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of music and/or musicians to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Annual Pacing Guide

Grade Level: Kindergarten

Subject: Music

Course meets 2x per week throughout school year

September	October	November	December	January
Beat: Steady Beat	Voice: Identify different ways to use the voice	Rhythm: Beat vs. Rhythm (Quarter Notes, Eighth Notes, Quarter Rest)	Melodic Direction: high/low, up/down	Instrument Families Percussion hit, shaken or scraped Listening: Timbre and Found Sounds
Rehearsal techniques, concert preparation and reflection: Halloween Concert and Winter Showcase				

February	March	April	May	June
Dynamics: Loud and Soft Tempo: Fast and Slow Duration: Long and Short	Meter: Patterns of 2, 3 and 4	Melody: Sol and Mi Rhythm: Ta and ti-ti	Musical Styles	Composing/Creating Student compositions using written notation and digital tools such as Garageband
	World Music - Folk Dancing and instruments	Reading graphic notation (sol, mi, quarter, eighth, quarter rest)		

Annual Pacing Guide

Grade Level: 1

Subject: Music

Course meets 2x per week throughout school year

September	October	November	December	January
Beat: Steady Beat and Strong and Weak Beats	Meter: Meters of 2, 3 and 4 and Changing Meters	Rhythm: Quarter Notes, Eighth Notes, Quarter Rests and Ostinatos	Voice: Vocal Production and Control	Rhythm: Sound and Rests Pitch: Lines, Spaces, Treble Clef and Intervals
Rehearsal techniques, concert preparation and reflection: Halloween Concert and Winter Showcase				

February	March	April	May	June
Melody: Melodic Patterns	Form: AB Form, ABA Form, Repeat Sign	Tempo and Dynamics: Basic Tempos/Dynamics, Getting Louder, Getting Softer, Getting Faster, Getting Slower	Composing/Creating Student compositions using written notation and digital tools such as Garageband	Instrument Families: Strings, Percussion, Woodwind, Brass
World Music - Folk Dancing and instruments				

Annual Pacing Guide
Grade Level: 1
Subject: Music

Annual Pacing Guide

Grade Level: 2

Subject: Music

Course meets 2x per week throughout school year

September	October	November	December	January
Beat: Identify/Perform Strong and Weak Beats Meter: Meter of 2, 3, 4 and Changing Meters	Dynamics: Add "issimo" to dynamic vocabulary. Crescendo and Decrescendo	Rhythm: Beat vs Rhythm, Ostinatos and Improvising	Singing: Solfege and Partner Songs	Singing: Solfege and Partner Songs Melody: Melodic Direction, Melodic Phrases and Pentatonic Scale
Rehearsal techniques, concert preparation and reflection: Halloween Concert and Winter Showcase				

February	March	April	May	June
Form: AB Form, ABA Form, ABACA Form	Baroque Period	Notation: Notes and Rests (Quarter Note, Quarter Rest, Eighth Notes, Half Notes, Half Rests)	Instrument Families Science of Sound	Composing Rhythm, Melody and Lyrics with standard notation.

Annual Pacing Guide

Grade Level: 3

Subject: Music

Course meets 3x per week for approximately 13 weeks (⅓ of the school year)

March	April	May	June
Rhythm: Review quarter note, eighth note, quarter rest, half note, half rest. Add whole note, whole rest, eighth rest, sixteenth notes.	Composing with digital platforms. (Soundtrap, Garageband) Poetry and Music project. Dynamics, tempo, Major/Minor, articulation. Compare genres of music.	World Music and bucket drumming. Classical Period of Music	Instruments of the Orchestra, performing ensembles, prepare for enrollment in band program through instrument trials.
		Rehearsal techniques, concert preparation and reflection: Spring Showcase	
	Playing instruments from standard notation (boomwhackers, bucket drums, recorders, etc.)		

Annual Pacing Guide

Grade Level: 4

Subject: Music

Course meets 3x per week for approximately 13 weeks (⅓ of the school year)

March	April	May	June
Fretted Instruments and intro to the ukulele Lines and Spaces: identify the notes on the lines and spaces in the treble clef. Ukulele songs with open G, C , E and A.	Rhythm review: read and play notes up to sixteenth notes. Ukulele songs in the scale of C	World Music and bucket drumming. Romantic Period Ukulele intro to tab notation	Composing with Soundtrap and Garageband. Ukulele intro to chords.
		Rehearsal techniques, concert preparation and reflection: Spring Showcase	
	Ukulele journal and individual goals		

Annual Pacing Guide

Grade Level: 5

Subject: Music

Course meets 3x per week for approximately 13 weeks (⅓ of the school year)

December	January	February	March
Music History: Impressionist period	Composing with Music Technology platforms such as Soundtrap and Garageband Chords and Harmony	Ukulele melody review and intro to chords Combining Chords and Melody Traditional and tab notation	
		Rehearsal techniques, concert preparation and reflection: Cycle 2 Showcase	
	Ukulele journal and individual goals		

Annual Pacing Guide

Grade Level: 6

Subject: Music

Course meets 3x per week for approximately 13 weeks (⅓ of the school year)

December	January	February	March
Composing with Music Technology platforms such as Soundtrap and Garageband		Intro to guitar: identifying parts of the guitar, recognizing that guitars are instruments that can be used in a wide variety of genres.	Add 4th finger. Fretting positions. Multiple positions within a song.
Soundtrap project	Guitar technique: posture, playing strings, identifying frets, hand position, pressing fingers on the string. Rehearsal techniques, concert preparation and reflection: Cycle 2 Showcase		
	Guitar journals and individual goals		

Annual Pacing Guide
Grade Level: 7
Subject: Music

Course meets 3x per week for approximately 13 weeks (⅓ of the school year)

September	October	November	December
Guitar Chords E, Em and Am chords Composing with Music Technology platforms such as Soundtrap and Garageband.		Guitar Chords C, G and D Play a variety of song styles using chords. Identify and compose with basic chord progressions.	Independent instrumental study with goal setting and tracking.
		Rehearsal techniques, concert preparation, participating in an ensemble and reflection. Understanding and connecting with music for specific performance purposes.	
Cycle Projects: coding and The Blues, composing with and creating loops with sound effects project, film scoring project			

Annual Pacing Guide

Grade Level: 8
Subject: Music
Course meets 3x per week for approximately 13 weeks (⅓ of the school year)

September	October	November	December
CYCLE Centers: Guitar: Chords and Melody Composing: Found Sounds Composition using a DAW Creating: Podcast with original music demonstrating an understanding of more advanced DAW features Harlem Renaissance research and coding project Field Trip Cross Curricular Study Projects: Washington D.C. Broadway Musical			Music Passion Project: Students will reflect on their musical pursuits and accomplishments from their time at Deal School. Students will select a final project in an area of their interest, set goals, track their progress and provide evidence of completion.
Cycle Showcase - Student choice of live performance or project presentation Understanding and connecting with music for specific performance purposes.			

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 2

Anchor Standard 1: Generating and conceptualizing ideas.
Practices: Imagine, Envision
Performance Expectations:
1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).

Anchor Standard 2: Organizing and developing ideas.
Practices: Plan, Construct
Performance Expectations:
1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 3: Refining and completing products.
Practices: Evaluate, Clarify, Realize
Performance Expectations:
1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).

Enduring Understandings	**Essential Questions**

Anchor Standard 1
   ● Theatre artists rely on intuition, curiosity, and critical inquiry.
Anchor Standard 2
   ● Theatre artists work to discover different ways of communicating meaning.
Anchor Standard 3
   ● Theatre artists refine their work and practice their craft through rehearsal.
	Anchor Standard 1
	   ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
	Anchor Standard 2
	   ● How, when, and why do theatre artists' choices change?
	Anchor Standard 3
	   ● How do theatre artists transform and edit their initial ideas?

Learners will know…	**Learners will be able to….**

● Performers make informed choices about a character's intentions.
   ● Directors make use of theatrical designers.
   ● Theatre artists collaborate to guide a performance.
	● Remain in character for a scene.
	   ● Use contextual clues to plan voice, movement, gestures and costumes for a character.
	   ● Work collaboratively to use contextual clues to make informed choices about set design, costumes and props.
	   ● Collaborate to imagine, create, revise and rehearse character objectives, stage directions and aural/visual properties to advance a storyline.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication

Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

http://www.childdrama.com/lessons.html#typetop
https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

Interdisciplinary Connections/Cross Curricular Opportunities

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.
RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.WF.1.1D Recognize that each syllable is organized around a vowel sound.
K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Pacing Guide

[K-2 Pacing Guide](#)

21st Century Life and Careers

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Deal School Curriculum
2020 New Jersey Student Learning Standards

Visual and Performing Arts
1.4 Theatre Standards by Grade 2

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Practices: Choose, Rehearse
Performance Expectations:
1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).
1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Establish, Analyze
Performance Expectations:
1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 6: Conveying meaning through art.
Practice: Share
Performance Expectations:
1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Enduring Understandings	**Essential Questions**
Anchor Standard 4 ● Theatre artists develop personal processes and skills for a performance or design Anchor Standard 5 ● How do theatre artists use tools and techniques to communicate ideas and feelings? Anchor Standard 6 ● Theatre artists, through a shared creative experience with an audience, present stories, ideas,	Anchor Standard 4 ● How do theatre artists fully prepare a performance or design? Anchor Standard 5 ● How do theatre artists use tools and techniques to communicate ideas and feelings? Anchor Standard 6 ● What happens when theatre artists and audiences share creative experiences?

and envisioned worlds to explore the human experience.	
Learners will know…	**Learners will be able to….**
- Performer warm ups and exercises can be used as tools to prepare for performances. - Theatre artists use tools to make characters believable.	- Perform a group and vocal warm-up. - Use methods of relaxation, physical and vocal skills, acting techniques and active listening skills to perform a scripted scene. - Create and perform narrative tales with distinct characters, moods, etc. - Adapt a short story into another art form in the same genre. - Describe how aural environment contributes to the audience's perception of setting and mood of the play.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

Interdisciplinary Connections/Cross Curricular Opportunities

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.

RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.WF.1.1D Recognize that each syllable is organized around a vowel sound.

K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)

1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.

1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Pacing Guide

K-2 Pacing Guide

21st Century Life and Careers

9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 2
Desired Outcomes Responding

Anchor Standard 7: Perceiving and analyzing products.
Practices: Examine, Discern
Performance Expectations:

1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 8: Interpreting intent and meaning.
Practice: Interpret
Performance Expectations:
1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).

Anchor Standard 9: Applying criteria to evaluate products.
Practice: Critique
Performance Expectations:
1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.
1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).
1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

Enduring Understandings	Essential Questions
Anchor Standard 7 ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. Anchor Standard 8 ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. Anchor Standard 9	Anchor Standard 7 ● How do theatre artists comprehend the essence of drama processes and theatre experiences? Anchor Standard 8 ● How can the same work of art communicate different messages to different people? Anchor Standard 9

● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
Learners will know…	**Learners will be able to….**
● Theatre impacts society ● Theatre artists communicate with the audience.	● Identify the differences in the relationships between audiences and performers based on the viewing of plays from different historical eras and cultures. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Use the body and face to create and react to imaginary conditions. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

<div align="center">

Assessment Evidence

</div>

Formative
- Teacher Observation
- Imitate or create people, creatures, or things based on observation using body and facial expression
- Demonstrate the ability to follow a simple set of steps in a dramatic task.
- Use body and voice to demonstrate knowledge of holidays and other cultural events.

Summative
- Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. Use appropriate theatre vocabulary to critique a live performance
- Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story.

Benchmark
- Describe the difference between theatre and real life

Alternative
- Group Presentation with rubric

<div align="center">

Accommodations and Modifications

</div>

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes

6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
 6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles.
 RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
L.WF.1.1D Recognize that each syllable is organized around a vowel sound.
K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Pacing Guide
K-2 Pacing Guide

21st Century Life and Careers
9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3)
Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 2

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Practice: Incorporate
Performance Expectations:
1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Practices: Affect, Expand
Performance Expectations:
1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.
1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Enduring Understandings	**Essential Questions**
Anchor Standard 10 ● Theatre artists allow awareness of interrelationships between self and others to inform their work. Anchor Standard 11 ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	Anchor Standard 10 ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy? Anchor Standard 11 ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Learners will know…	**Learners will be able to….**
● Culture and environment have an impact on theatrical performances.	● Describe the culture in the world of a play and compare it to the world that produced the play. ● Identify differences in plot structure, subject matter, character representation, and cultural

	identification of works of theatre from diverse eras and individuals.
	● Analyze the cultural, communal, and environmental impact of large-scale theater productions.
	● Categorize historical innovations in theatre history and compare them to innovations of present day theatre.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan
10 minute warm up (Whole Group or Small Group activity) 10-15 minute Whole Group Instruction 10-15 minute Small or Whole Group Instruction 5-10 minute Closing Activity
Suggested Learning Resources
https://docs.alsde.edu/documents/54/4artsTHT.doc http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/ http://www2.scholastic.com/browse/collateral.jsp?id=1018 http://www.Childrenstheatreplays.com/ http://library.thinkquest.org/5291/history.html http://www.abcteach.com/directory/theme_units/literature/charlottes_web/ **www.jwpepper.com** **https://www.playscripts.com/find-a-play** **http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml** **http://www.proteacher.com/redirect.php?goto=880** Monologues Scenario Cards Drama Games View Outside Performances (High School or Professional)
Integration of Technology
8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes
Interdisciplinary Connections/Cross Curricular Opportunities
6.1.2.CIVICCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CIVICCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.CIVICDP.1 Explain how national symbols reflect on American values and principles. RI.CR.1.1.A Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how). L.VL.1.2.B Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.WF.1.1D Recognize that each syllable is organized around a vowel sound.
K.DL.A.1 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Clarification: Limit category counts to be less than or equal to 10)
1.1-11 Grade 1 CPI DCI-1 Sound can make matter vibrate, and vibrating matter can make sound.
1.1-23 Grade 1 CPI CC-1 Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

Pacing Guide
K-2 Pacing Guide

21st Century Life and Careers
9.4.2.CI.2 Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a). Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3) Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 5
Desired Outcomes Creating

Anchor Standard 1: Generating and conceptualizing ideas.
Practices: Imagine, Envision
Performance Expectations:
1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.
1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.
1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Anchor Standard 2: Organizing and developing ideas.
Practices: Plan, Construct
Performance Expectations:

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances. **1.4.5.Cr2b**: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

Anchor Standard 3: Refining and completing products.
Practices: Evaluate, Clarify, Realize
Performance Expectations:
1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.
1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.
1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Enduring Understandings	Essential Questions
Anchor Standard 1 ● Theatre artists rely on intuition, curiosity and critical inquiry. Anchor Standard 2 ● Theatre artists work to discover different ways of communicating meaning. Anchor Standard 3 ● Theatre artists refine their work and practice their craft through rehearsal.	Anchor Standard 1 ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? Anchor Standard 2 ● How, when, and why do theatre artists' choices change? Anchor Standard 3 ● How do theatre artists transform and edit their initial ideas?
Learners will know…	**Learners will be able to….**
● Performers make informed choices about a character. ● Theatrical designers bring a scene to life.	● Use contextual clues to demonstrate different physical, emotional, locomotor, and vocal performance options for a character. ● Remain in character for a scene. ● After reading a scene use clues to make informed choices about set design, costumes, props, set pieces, lighting and sound effects. ● Justify physical choices of a student-created character. - Justify vocal choices of a student-created character. ● Write an original exchange between two characters in which a conflict is revealed.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan
10 minute warm up (Whole Group or Small Group activity) 10-15 minute Whole Group Instruction 10-15 minute Small or Whole Group Instruction 5-10 minute Closing Activity
Suggested Learning Resources
https://docs.alsde.edu/documents/54/4artsTHT.doc http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/

http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.sht
ml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a
system.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live
and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of
computing technologies to address the diverse needs and wants of users
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own
work to add additional features or create a new program.

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's
features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by
real and fictional people that contribute(d) to the well-being of their community and
country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by
working together, including through government, workplaces, voluntary
organizations, and families.
6.1.5.ECONGE.1 Explain how the development of communication systems has led to
increased collaboration and the spread of ideas throughout the United States and
the world.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and
explain how it is supported by key details; summarize the text.
RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate
understanding of an informational text, referring explicitly to textual evidence as the
basis for the answers.
L.RF.3.3.C Decode multisyllable words.

L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Pacing Guide
[3-5 Pacing Guide](#)

21st Century Life and Careers
9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems. 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 5
Desired Outcomes   Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.
Practices: Choose, Rehearse
Performance Expectations:
1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Establish, Analyze
Performance Expectations:
1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.
1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

Anchor Standard 6: Conveying meaning through art.
Practice: Share
Performance Expectations:

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.	
Enduring Understandings	**Essential Questions**
Anchor Standard 4 ● Theatre artists develop personal processes and skills for a performance or design. Anchor Standard 5 ● Theatre artists make choices to convey meaning. Anchor Standard 6 ● Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.	Anchor Standard 4 ● How do theatre artists fully prepare a performance or design? Anchor Standard 5 ● How do theatre artists use tools and techniques to communicate ideas and feelings? Anchor Standard 6 ● What happens when theatre artists and audiences share creative experiences?
Learners will know…	**Learners will be able to….**
● Performer warm ups and exercises can be used as tools to prepare for performances. ● Theatre artists use tools to make characters believable.	● Perform a group and vocal warm-up. ● Use methods of relaxation, physical and vocal skills, acting techniques and active listening skills to perform a scripted scene. ● Create and perform narrative tales with distinct characters, moods, etc. ● Adapt a short story into another art form in the same genre. ● Describe how aural environment contributes to the audience's perception of setting and mood of the play.
Assessment Evidence	

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- ● Rubric specific projects
- ● Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication

Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games

View Outside Performances (High School or Professional)

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
L.RF.3.3.C Decode multisyllable words.
L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Pacing Guide

3-5 Pacing Guide

21ˢᵗ Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 5

<table>
<tr><td>Desired Outcomes
Responding</td></tr>
</table>

Anchor Standard 7: Perceiving and analyzing products.
Practices: Examine, Discern
Performance Expectations:
1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

Anchor Standard 8: Interpreting intent and meaning.
Practice: Interpret
Performance Expectations:
1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.
1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.
1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an audience's perspective in a drama/theatre work.

Anchor Standard 9: Applying criteria to evaluate products.
Practice: Critique
Performance Expectations:
1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.
1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.
1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Enduring Understandings	Essential Questions
Anchor Standard 7 ● Theatre artists reflect to understand the impact of drama	Anchor Standard 7 ● How do theatre artists comprehend the essence of

processes and theatre experiences. Anchor Standard 8 ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. Anchor Standard 9 ● Theatre artists apply criteria to investigate, explore and assess drama and theatre work.	drama processes and theatre experiences? Anchor Standard 8 ● How can the same work of art communicate different messages to different people? Anchor Standard 9 ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
Learners will know…	**Learners will be able to….**
● Theatre impacts society ● Theatre artists communicate with the audience.	● Identify the differences in the relationships between audiences and performers based on the viewing of plays from different historical eras and cultures. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Use the body and face to create and react to imaginary conditions. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Critique the technical proficiency of a production based on how well sets, light,and sound are used in realizing the director's vision.

<div align="center">

Assessment Evidence

</div>

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication

Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games

View Outside Performances (High School or Professional)

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
L.RF.3.3.C Decode multisyllable words.
L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Pacing Guide

3-5 Pacing Guide

21st Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts
1.4 Theatre Standards by Grade 5

<table>
<tr><td colspan="2" align="center">Desired Outcomes
Connecting</td></tr>
<tr><td colspan="2">

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Practice: Incorporate
Performance Expectations:
1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Practices: Affect, Expand
Performance Expectations:
1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.
1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.
</td></tr>
<tr><td>Enduring Understandings</td><td>Essential Questions</td></tr>
<tr><td>

Anchor Standard 10
- Theatre artists allow awareness of interrelationships between self and others to inform their work.

Anchor Standard 11
- As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.
</td><td>

Anchor Standard 10
- What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Anchor Standard 11
- What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
</td></tr>
<tr><td>Learners will know…</td><td>Learners will be able to….</td></tr>
</table>

● Culture and environment have an impact on theatrical performances.	● Describe the culture in the world of a play and compare it to the world that produced the play. ● Identify differences in plot structure, subject matter, character representation, and cultural identification of works of theatre from diverse eras and individuals. ● Analyze the cultural, communal, and environmental impact of large-scale theater productions. ● Categorize historical innovations in theatre history and compare them to innovations of present day theatre. ● Identify major historical periods of theater and characterize the role of theater in various eras and cultures. ● Identify biases inherent in a script.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)

Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

Integration of Technology

8.1.5.CS.1: Model how computing devices connect to other components to form a system.
8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
8.1.5.AP.3: Create programs that include sequences, events, loops, and conditionals.
8.1.5.AP.5: Modify, remix, or incorporate pieces of existing programs into one's own work to add additional features or create a new program.

Interdisciplinary Connections/Cross Curricular Opportunities

5.4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
6.1.5.CIVICCM.1 Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CIVICPI.1 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
6.1.5.ECONGE.1 Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
RL.CI.5.2 Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CR.3.1 Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
L.RF.3.3.C Decode multisyllable words.
L.VI.3.3.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

Pacing Guide

[3-5 Pacing Guide](#)

21st Century Life and Careers

9.4.5.CT.3 Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Deal School Curriculum
2020 New Jersey Student Learning Standards

Visual and Performing Arts
1.4 Theatre Standards by Grade 8

Desired Outcomes
Creating

Anchor Standard 1: Generating and conceptualizing ideas.
Practices: Imagine, Envision
Performance Expectations:
1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.
1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work. **1.4.8.Cr1c**: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.

Anchor Standard 2: Organizing and developing ideas.
Practices: Plan, Construct
Performance Expectations:
1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.
1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.

Anchor Standard 3: Refining and completing products.
Practices: Evaluate, Clarify, Realize
Performance Expectations:
1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.
1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Enduring Understandings	Essential Questions

Anchor Standard 1
   ● Theatre artists rely on intuition, curiosity and critical inquiry.
Anchor Standard 2
   ● Theatre artists work to discover different ways of communicating meaning.
Anchor Standard 3
	Anchor Standard 1
	   ● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
	Anchor Standard 2

● Theatre artists refine their work and practice their craft through rehearsal.	● How, when, and why do theatre artists' choices change? Anchor Standard 3 ● How do theatre artists transform and edit their initial ideas?
Learners will know…	**Learners will be able to….**
● Performers make informed choices about a character. ● Theatrical designers bring a scene to life.	● Use contextual clues to demonstrate different physical, emotional, locomotor, and vocal performance options for a character. ● Remain in character for a scene. ● After reading a scene use clues to make informed choices about set design, costumes, props, set pieces, lighting and sound effects. ● Justify physical choices of a student-created character. - Justify vocal choices of a student-created character. ● Use contextual clues to make informed choices about set design, costumes, props and set pieces. Examine the responsibilities of theatrical designers and discuss how designers work collaboratively to bring the director's vision to life.

<div align="center">

Assessment Evidence

</div>

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

<div align="center">

Accommodations and Modifications

</div>

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

LGBTQ+ and Disabilities:
Famous People with Disabilities
, varying ability levels offer such a challenge to teachers that classes are divided into learning groups for effectiveness. Edu

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Pacing Guide

6-8 Pacing Guide

21st Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2.
9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts

1.4 Theatre Standards by Grade 8

Anchor Standard 4: Selecting, analyzing and interpreting work.
Practices: Choose, Rehearse
Performance Expectations:
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.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.
Practices: Establish, Analyze
Performance Expectations:
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.

Anchor Standard 6: Conveying meaning through art.
Practice: Share
Performance Expectations:
1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience

Enduring Understandings	Essential Questions
Anchor Standard 4 - Theatre artists develop personal processes and skills for a performance or design. Anchor Standard 5 - Theatre artists make choices to convey meaning. Anchor Standard 6 - Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.	Anchor Standard 4 - How do theatre artists fully prepare a performance or design? Anchor Standard 5 - How do theatre artists use tools and techniques to communicate ideas and feelings? Anchor Standard 6 - What happens when theatre artists and audiences share creative experiences?
Learners will know…	**Learners will be able to….**

● Performer warm ups and exercises can be used as tools to prepare for performances. ● Theatre artists use tools to make characters believable.	● Perform a group and vocal warm-up. ● Use methods of relaxation, physical and vocal skills, acting techniques and active listening skills to perform a scripted scene. ● Create and perform narrative tales with distinct characters, moods, etc. ● Adapt a short story into another art form in the same genre. ● Describe how aural environment contributes to the audience's perception of setting and mood of the play. ● Write an original exchange between two characters in which a conflict is revealed. ● Demonstrate an ability to communicate a character's objectives and subtext in improvisational scenarios and scripted scenes.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners
Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

LGBTQ+ and Disabilities:
Famous People with Disabilities
, varying ability levels offer such a challenge to teachers that classes are divided into learning groups for effectiveness. Edu
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
 6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
 6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
 RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
 RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
 L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Pacing Guide

6-8 Pacing Guide

21ˢᵗ Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2. 9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Deal School Curriculum
2020 New Jersey Student Learning Standards
Visual and Performing Arts

1.4 Theatre Standards by Grade 8

Responding

Anchor Standard 7: Perceiving and analyzing products.
Practices: Examine, Discern
Performance Expectations:
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.

Anchor Standard 8: Interpreting intent and meaning.
Practice: Interpret
Performance Expectations:
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.

Anchor Standard 9: Applying criteria to evaluate products.
Practice: Critique
Performance Expectations:
1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.
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.

Enduring Understandings	Essential Questions
Anchor Standard 7 ● Theatre artists reflect to understand the impact of drama processes and theatre experiences. Anchor Standard 8 ● Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. Anchor Standard 9 ● Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.	Anchor Standard 7 ● How do theatre artists comprehend the essence of drama processes and theatre experiences? Anchor Standard 8 ● How can the same work of art communicate different messages to different people? Anchor Standard 9 ● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Learners will know…	Learners will be able to….
● Theatre impacts society ● Theatre artists communicate with the audience.	● Identify the differences in the relationships between audiences and performers based on the viewing of plays from different historical eras and cultures. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Use the body and face to create and react to imaginary conditions. ● Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. ● Critique the technical proficiency of a production based on how well sets, light,and sound are used in realizing the director's vision. ● Demonstrate an ability to separate opinion and taste from fact-based criticism.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities

Conduct research and provide presentations of cultural topics.

Debate topics of interest / cultural importance.

Authentic listening and reading sources that provide data and support for speaking and writing prompts.

Exploration of theatre and/or theatre artists to understand society and history.

Anchor Activities

Use of Higher Level Questioning Techniques

Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments

Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment completion as needed

Highlight key vocabulary

Use graphic organizers

Students with Disabilities/Students with 504 Plans

Modifications for Classroom

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.

Provide the student with clearly stated (written) expectations and grading criteria for assignments.

Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments

Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.

Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure

Pair visual prompts with verbal presentations

Ask students to restate information, directions, and assignments.

Repetition and and practice

Model skills / techniques to be mastered.

Extended time to complete class work

Provide copy of class notes

Preferential seating to be mutually determined by the student and teacher

Student may request to use a computer to complete assignments.

Establish expectations for correct spelling on assignments.

Extra textbooks for home.

Student may request books on tape / CD / digital media, as available and appropriate.

Assign a peer helper in the class setting

Provide oral reminders and check student work during independent work time

Assist student with long and short term planning of assignments

Encourage student to proofread assignments and tests

Provide regular parent/ school communication

Teachers will check/sign student agenda daily

Student requires use of other assistive technology device

Modifications for Homework and Assignments

Extended time to complete assignments.

Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

LGBTQ+ and Disabilities:
Famous People with Disabilities
, varying ability levels offer such a challenge to teachers that classes are divided into learning groups for effectiveness. Edu
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.
6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Pacing Guide

6-8 Pacing Guide

21st Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2.
9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Deal School Curriculum
2020 New Jersey Student Learning Standards

Visual and Performing Arts
1.4 Theatre Standards by Grade 8

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.
Practice: Incorporate
Performance Expectations:
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
Practices: Affect, Expand
Performance Expectations:
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.

Enduring Understandings	Essential Questions
Anchor Standard 10 ● Theatre artists allow awareness of interrelationships between self and others to inform their work. Anchor Standard 11 ● As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.	Anchor Standard 10 ● What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Anchor Standard 11 ● What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
Learners will know…	**Learners will be able to….**
● Culture and environment have an impact on theatrical performances.	● Describe the culture in the world of a play and compare it to the world that produced the play. ● Identify differences in plot structure, subject matter, character representation, and cultural identification of works of

	theatre from diverse eras and individuals. ● Analyze the cultural, communal, and environmental impact of large-scale theater productions. ● Categorize historical innovations in theatre history and compare them to innovations of present day theatre. ● Identify major historical periods of theater and characterize the role of theater in various eras and cultures.

Assessment Evidence

Formative
- Short performance tasks
- Performance Self Assessment Reflections
- Teacher observation of student during drama activities.
- Aural Teacher evaluation

Summative
- Performance of dramatic works with accompanying rubric.
- Cumulative assignment graded against rubric where student demonstrates effective use of the technical elements.

Alternative
- Rubric specific projects
- Rubric specific performance

Accommodations and Modifications

Gifted and Talented: (content, process, product and learning environment)
Extension Activities
Conduct research and provide presentations of cultural topics.
Debate topics of interest / cultural importance.
Authentic listening and reading sources that provide data and support for speaking and writing prompts.
Exploration of theatre and/or theatre artists to understand society and history.
Anchor Activities
Use of Higher Level Questioning Techniques
Provide assessments at a higher level of thinking

English Language Learners

Modified Assignments
Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment completion as needed
Highlight key vocabulary
Use graphic organizers

Students with Disabilities/Students with 504 Plans
Modifications for Classroom
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.

Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions
Distribute study guide for classroom tests.
Establish procedures for accommodations / modifications for assessments.

Students at Risk for School Failure
Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments.
Repetition and and practice
Model skills / techniques to be mastered.
Extended time to complete class work
Provide copy of class notes
Preferential seating to be mutually determined by the student and teacher
Student may request to use a computer to complete assignments.
Establish expectations for correct spelling on assignments.
Extra textbooks for home.
Student may request books on tape / CD / digital media, as available and appropriate.
Assign a peer helper in the class setting
Provide oral reminders and check student work during independent work time
Assist student with long and short term planning of assignments
Encourage student to proofread assignments and tests
Provide regular parent/ school communication
Teachers will check/sign student agenda daily
Student requires use of other assistive technology device

Modifications for Homework and Assignments
Extended time to complete assignments.
Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
Provide the student with clearly stated (written) expectations and grading criteria for assignments.
 Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).

Modifications for Assessments
Extended time on classroom tests and quizzes.
Student may take/complete tests in an alternate setting as needed.
Restate, reread, and clarify directions/questions

Distribute study guide for classroom tests.

Establish procedures for accommodations / modifications for assessments.

Suggested Learning Plan

10 minute warm up (Whole Group or Small Group activity)
10-15 minute Whole Group Instruction
10-15 minute Small or Whole Group Instruction
5-10 minute Closing Activity

Suggested Learning Resources

https://docs.alsde.edu/documents/54/4artsTHT.doc
http://web.bsu.edu/00smtancock/CyberLessons/LonPoPo/
http://www2.scholastic.com/browse/collateral.jsp?id=1018
http://www.Childrenstheatreplays.com/
http://library.thinkquest.org/5291/history.html
http://www.abcteach.com/directory/theme_units/literature/charlottes_web/
www.jwpepper.com
https://www.playscripts.com/find-a-play
http://www.bbc.co.uk/drama/shakespeare/60secondshakespeare/index.shtml
http://www.proteacher.com/redirect.php?goto=880
Monologues
Scenario Cards
Drama Games
View Outside Performances (High School or Professional)

LGBTQ+ and Disabilities:
Famous People with Disabilities
, varying ability levels offer such a challenge to teachers that classes are divided into learning groups for effectiveness. Edu
https://www.stonewall.org.uk/system/files/inclusive_curriculum_guide.pdf

Integration of Technology

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Interdisciplinary Connections/Cross Curricular Opportunities

6.2.8.HISCC.4.G Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

6.3.8.CIVICDP.1 Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
6.3.8.CIVICPI.4 Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
RL.CI.7.2 Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.CR.7.1 Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
L.KL.6.2.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
SL.UM.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Pacing Guide

[6-8 Pacing Guide](#)

21st Century Life and Careers

9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, and globally. 2.
9.2.8.CAP.11 Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.4.8.CI.4 Explore the role of creativity and innovation in career pathways and industries

Annual Pacing Guide
Grade Level: K-2
Subject: Theatre

September	October	November	December	January
Unit 1: Developing Ideas		Unit 2: Developing Technique		

February	March	April	May	June
Unit 3: Interpreting Drama		Unit 4: Connecting Drama to Self		

Annual Pacing Guide
Grade Level: 3-5
Subject: Theatre

September	October	November	December	January
Unit 1: Developing Ideas		Unit 2: Developing Technique		

February	March	April	May	June
Unit 3: Interpreting Drama		Unit 4: Connecting Drama to Self		

Annual Pacing Guide

Grade Level: 6-8

Subject: Theatre

September	October	November	December	January
Unit 1: Developing Ideas		Unit 2: Developing Technique		

February	March	April	May	June
Unit 3: Interpreting Drama		Unit 4: Connecting Drama to Self		

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 2

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:

1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.

1.5.2.Cr1b: Engage in individual and Collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.

Enduring Understandings	Essential Questions
Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.	- What conditions, attitudes, and behaviors support creativity and innovative thinking? - What factors prevent or encourage people to take creative risks? - How does collaboration expand the creative process? - How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? - Why do artists follow or break from established traditions? - How do artists determine what resources and criteria are needed to formulate artistic investigations?
Learners will know…	**Learners will be able to….**

● Artists use creativity and innovative thinking to develop ideas from a variety of sources. Creativity is a life skill that can be collaborated to help expand ideas ● Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.	● Explain and generate creative ideas through exploring and taking creative risks. ● Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

Anchor Standard 2: Organizing and developing ideas.

Practice: Investigate

Performance Expectations:
1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

Enduring Understandings	**Essential Questions**
● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? ● What responsibilities come with the freedom to create?

	● How do objects, places and design shape lives and communities? ● How do artists and designers determine goals for designing or redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate?
Learners will know…	**Learners will be able to….**
● Artists develop creative ideas through developing skills and experimenting. ● Craftsmanship is what skilled artists demonstrate in their artwork when they use art materials and tools safely and accordingly. ● There are also a wide variety of art media, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	● Make creative decisions while using artistic skills in various art making techniques. ● Work as artists, while caring for materials, tools and supplies, handling them safely. ● Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.

Anchor Standard 3: Refining and completing products

Practice: Reflect, Refine, Continue

Performance Expectations:

1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Enduring Understandings	**Essential Questions**
● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What role does persistence play in revising, refining and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely?
Learners will know…	**Learners will be able to….**

● With practice and reflection we can further refine our artwork through perseverance.	● Reflect on their artists work, further growing as artists through refinement of their artwork.

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections

Alternative Assessments-
Including but not limited to-
- Portfolios

● Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources

District	Other

● 2020 New Jersey Student Learning Standards- Visual and Performing Arts
● Think and Do Workbook for Arts Integration, NJPSA
	Museums-
	Including but not limited to-
	   ● The Museum of Modern Art, Online resources
	   ● The Metropolitan Museum of Art-Online Resources
	   ● The Princeton Art Museum- Online Resources
	Online Resources-
	Including but not limited to-
	Seesaw
	Youtube (e.g. The The Three Primary colors, by OK GO)
	Online artists web pages
	[NJ SEL Arts-Create](#)
	
	Books-
	Including but not limited to-
	Varied Picture Books
	Children's Books relating to art concepts, time periods, and techniques
	
	Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

SamplePicture Books-
Including but not limited to-

Equity
I am Enough by Grace Byers
The Name Jar by Yangsook Choi
Inclusion
The Day you Began by Jacqueline Woodson
All Are Welcome by Alexandra Penfold
Where are you From? By Yamile Saied Mendez
Diversity
Parker Looks Up: An Extraordinary Moment by Parker Curry
The Color of Us by Karen Katz
The Skin you Live In by Michael Tyler

Artists
A Range of Diverse Artists are included throughout the learning process.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: Recognizing the impact of one's feelings and thoughts on the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals. EQ: How do artists balance what is known with what is discovered during the creative process?

Social Awareness ● Recognize and identify the thoughts, feelings and perspectives of others	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
Responsible Decision-Making ● Evaluate personal, ethical, safety and civic impact of decisions	EU: Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices. EU: Artists consider the impact of decisions made during the creative process. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
● Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
● Brainstorming can create new, innovative ideas	•9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
● Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	•9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Technology Literacy	
Core Idea	**Performance Expectation**
● Different digital tools have different purposes	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
● Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively
Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Effects of Technology on the Natural World ● Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment	8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Interaction of Technology and Humans ● Various tools can improve daily tasks and quality of life	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.
Interdisciplinary Connections/Cross Curricular Opportunities	
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	

Kindergarten	
English Language Arts	**Reading** RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Mathematics	**Geometry** **Analyze, compare, create, and compose shapes.** **KG.B.4,** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Counting and Cardinality** **Know number names and the count sequence** **K.CC.A.3-**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea-** Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly **Performance Expectation-**

	6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
Science	**K-PS3: Energy** **K-PS3-**1-Make observations to determine the effect of sunlight on Earth's surface

| **1st grade** ||

English Language Arts	**Reading Domain** RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. **Writing** W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
Mathematics	**Geometry** **A. Reason with shapes and their attributes.** **1.G.A.1-D**istinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-**

	When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Science	**1- PS4: Waves and their Applications in Technologies for Information Transfer** **1-PS4-2-**Make observations to construct an evidence-based account that objects can be seen only when illuminated
2nd grade	
English Language Arts	**Reading** RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. **Speaking and Listening** SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Mathematics	**Geometry** 2.G.A.1-Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the

	decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions **Geography, People, and the Environment: Human Population Patterns** **Core Idea** Physical and human characteristics affect where people live (settle) **Performance Expectations** 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)
Science	**2- PS1: Matter and Its Interactions** **2-PS1-1-** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. **2-LS2: Ecosystems: Interactions, Energy, and Dynamics** **2-LS2-1**-Plan and conduct an investigation to determine if plants need sunlight and water to grow. **2-ESS2: Earth's Systems** **2-ESS2-2-**Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology

Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vQ7y45yEznp_dyr4k5dGRHD9pPaCZmDpm3YISy7oEw_yBLprXZ1CP3rGUlwoai9vTKKaMYdfchv3z8l/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 2

Artistic Process-PRESENTING

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Analyze

Performance Expectations:
1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.

Enduring Understandings	Essential Questions
● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation	● How are artworks cared for and by whom? ● What criteria, methods and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts and artworks, and select them for presentation?
Learners will know…	**Learners will be able to….**
● The criteria used to analyze a work of art and select a work of art for display. ● Why some works of art are valued over others	● Create a work of art based on a theme. ● Explain how artwork is cared for. ● Select a work of art for display.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Practice: Select

Performance Expectations:
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.

Enduring Understandings	Essential Questions
● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	● What methods and processes are considered when preparing artwork for presentation or preservation? ● How does refining artwork affect its meaning to the viewer? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Learners will know…	**Learners will be able to….**
● The function/use of a portfolio is. ● Artwork can be refined in preparation for display. ● Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.	● Create a portfolio. ● Ask/answer questions related to selecting and preparing artwork for presentations.

Anchor Standard 6: Conveying meaning through art.

Practice: Share

Performance Expectations:

1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.

Enduring Understandings	Essential Questions
● Objects, artifacts and artworks collected, preserved or presented	● What is an art museum?

either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? - How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Learners will know…	**Learners will be able to….**
- What a museum is and who works in a museum. - How artwork is collected, preserved and presented in a museum or gallery.	Explain the role of a museum or gallery in our community.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets

- Technology assisted assessments
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources**- Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to-

	Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

SamplePicture Books-
Including but not limited to-

Equity
I am Enough by Grace Byers
The Name Jar by Yangsook Choi
Inclusion
The Day you Began by Jacqueline Woodson
All Are Welcome by Alexandra Penfold
Where are you From? By Yamile Saied Mendez
Diversity
Parker Looks Up: An Extraordinary Moment by Parker Curry
The Color of Us by Karen Katz
The Skin you Live In by Michael Tyler

Artists
A Range of Diverse Artists are included throughout the learning process.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's personal traits, strengths and limitations	EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works.

	EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU:The performance / presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance / presentation/production of artistic works?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	•9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a)

Digital Citizenship

Core Ideas:	Performance Expectations:

Digital artifacts can be owned by individuals or organizations.	9.4.2.DC.2: Explain the importance of respecting digital content of others.
Digital communities allow for social interactions that can result in positive or negative outcomes.	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

Technology Literacy	
Core Ideas:	**Performance Expectations:**
Digital tools have a purpose.	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Interaction of Technology and Humans ● Various tools can improve daily tasks and quality of life	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

wants that can result in multiple solutions	

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

Kindergarten

English Language Arts	**Reading** RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Mathematics	**Geometry** **Analyze, compare, create, and compose shapes.** **KG.B.4,** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Counting and Cardinality** **Know number names and the count sequence** **K.CC.A.3-**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea-** Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly **Performance Expectation-** 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
Science	**K-PS3: Energy** **K-PS3-**1-Make observations to determine the effect of sunlight on Earth's surface
1st grade	
English Language Arts	**Reading Domain** RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. **Writing** W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
Mathematics	**Geometry** **A. Reason with shapes and their attributes.** **1.G.A.1-D**istinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build

	and draw shapes to possess defining attributes.
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Science	**1- PS4: Waves and their Applications in Technologies for Information Transfer** **1-PS4-2-**Make observations to construct an evidence-based account that objects can be seen only when illuminated
2nd grade	
English Language Arts	**Reading** RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. **Speaking and Listening** SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Mathematics	**Geometry** 2.G.A.1-Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)

Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions **Geography, People, and the Environment: Human Population Patterns** **Core Idea** Physical and human characteristics affect where people live (settle) **Performance Expectations** 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)
Science	**2- PS1: Matter and Its Interactions** **2-PS1-1-** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. **2-LS2: Ecosystems: Interactions, Energy, and Dynamics** **2-LS2-1**-Plan and conduct an investigation to determine if plants need sunlight and water to grow. **2-ESS2: Earth's Systems** **2-ESS2-2**-Develop a model to represent the shapes and kinds of land and bodies of water in an area.
**Accommodations and Modifications**
At Risk/Struggling Learners	**ELL**

- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vQ7y45yEznp_dyr4k5dGRHD9pPaCZmDpm3YlSy7oEw_yBLprXZ1CP3rGUlwoai9vTKKaMYdfchv3z8l/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 2

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products

Practice: Perceive

Performance Expectations:
● 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.
● 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties

Enduring Understandings	Essential Questions
● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art? ● What is visual art? ● Where and how do we encounter visual arts in our world? ● How do visual arts influence our views of the world?
Learners will know…	**Learners will be able to….**
● That visual arts include art forms like painting, drawing, printmaking, textiles. sculpture, ceramics, photography, video filmmaking, design, crafts and architecture. ● Our personal experiences can influence the way that we view art and art can influence our views of the world. ● The visual arts are a part of our everyday life. Art can be composed of various subject matters.	● Respond to visual art. Learners will be able to identify the visual art forms and create using them. ● Use personal experiences to make connections when viewing and creating art. ● Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media.
Anchor Standard 8: Interpreting intent and meaning.	

Practice: Interpret

Performance Expectations:
1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.

Enduring Understandings	Essential Questions
● People gain insights into meanings of artworks by engaging in the process of art criticism.	● What is the value of engaging in the process of art criticism? ● How can the viewer "read" a work of art as text? ● How does knowing and using visual art vocabulary help us understand and interpret works of art?
Learners will know…	**Learners will be able to….**
● Art can be put into categories and described through their subject matter, details, mood and other defining characteristics.	● Interpret works of art through viewing and creating based on subject matter, details, mood, and other defining characteristics. ● Interpret artwork through viewing while using key art vocabulary.

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Analyze

Performance Expectations:
1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

Enduring Understandings	Essential Questions
● People evaluate art based on various criteria.	● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation?
Learners will know…	**Learners will be able to….**
● Various art vocabulary to be used when evaluating artwork. ● The basic elements of art and principles of design govern art	● Analyze artwork using vocabulary and determine how a personal preference is different from an evaluation.

| creation and composition. | ● The basic elements of art and principles of design govern art creation and composition. |

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Read aloud of picture books and stories related to concepts
- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources-** Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

SamplePicture Books-
Including but not limited to-

Equity
I am Enough by Grace Byers
The Name Jar by Yangsook Choi
Inclusion
The Day you Began by Jacqueline Woodson
All Are Welcome by Alexandra Penfold
Where are you From? By Yamile Saied Mendez
Diversity
Parker Looks Up: An Extraordinary Moment by Parker Curry
The Color of Us by Karen Katz
The Skin you Live In by Michael Tyler

Artists
A Range of Diverse Artists are included throughout the learning process.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Analyzing, interpreting and evaluating artistic works/process develops the ability to better identify, understand, and apply essential skills needed to achieve one's goals.

	EQ: How does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?
Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	•9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	•9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Effects of Technology on the Natural World ● Reusing and recycling materials can save money while preserving natural resources and avoiding damage to the environment	8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Interaction of Technology and Humans ● Various tools can improve daily tasks and quality of life	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities	

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

Kindergarten	
English Language Arts	**Reading** RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Mathematics	**Geometry** **Analyze, compare, create, and compose shapes.** **KG.B.4,** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Counting and Cardinality** **Know number names and the count sequence** **K.CC.A.3-**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
Social Studies	**Civics, Government, and Human Rights: Processes and Rules**

	Core Idea- Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly **Performance Expectation-** 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
Science	**K-PS3: Energy** **K-PS3-**1-Make observations to determine the effect of sunlight on Earth's surface
1st grade	
English Language Arts	**Reading Domain** RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. **Writing** W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
Mathematics	**Geometry** **A. Reason with shapes and their attributes.** **1.G.A.1-D**istinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes

	(e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Science	**1- PS4: Waves and their Applications in Technologies for Information Transfer 1-PS4-2-**Make observations to construct an evidence-based account that objects can be seen only when illuminated
2nd grade	
English Language Arts	**Reading** RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. **Speaking and Listening** SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Mathematics	**Geometry** 2.G.A.1-Recognize and draw shapes having specified attributes, such as a given number

	of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions **Geography, People, and the Environment: Human Population Patterns** **Core Idea** Physical and human characteristics affect where people live (settle) **Performance Expectations** 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)
Science	**2- PS1: Matter and Its Interactions** **2-PS1-1-** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

	2-LS2: Ecosystems: Interactions, Energy, and Dynamics **2-LS2-1**-Plan and conduct an investigation to determine if plants need sunlight and water to grow. **2-ESS2: Earth's Systems** **2-ESS2-2-**Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction **G&T Enrichment** ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

Deal School Curriculum
2020 New Jersey Student Learning Standards-Visual and Performing Arts
Visual Arts Standards by the End of Grade 2
Artistic Process-CONNECTING
Desired Outcomes
Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to

create products.

Practice: Synthesize

Performance Expectations:
● 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

Enduring Understandings	Essential Questions
● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Learners will know…	**Learners will be able to….**
● Throughout the creative process, including artmaking, we can meaning. ● The basic elements of art and principles of design govern art creation and composition. ● Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	● Create a work of art that tells a story. ● Create artwork that shows their understanding of their personal lives or that of their community. ● The basic elements of art and principles of design govern art creation and composition. ● Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
● 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.
● 1.5.2.Cn11b: Describe why people from different places and times make art about different issues,including climate change

Enduring Understandings	Essential Questions
● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art	● How does art help us understand the lives of people of different times, places, and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life?
Learners will know…	**Learners will be able to….**
● Art can be used to help us understand history and culture. ● Various times periods of art history and various cultural artwork. ● The basic elements of art and principles of design govern art creation and composition.	● Create works of art inspired by artists from different places, times, and cultures. ● Compare and contrast these works of art. ● Analyze how art is used to help us understand these times, places and cultures. ● The basic elements of art and principles of design govern art creation and composition.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- ● Read aloud of picture books and stories related to concepts
- ● Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- ● The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- ● Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources-** Including but not limited to-

	Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

SamplePicture Books-
Including but not limited to-

Equity
I am Enough by Grace Byers
The Name Jar by Yangsook Choi
Inclusion
The Day you Began by Jacqueline Woodson
All Are Welcome by Alexandra Penfold
Where are you From? By Yamile Saied Mendez
Diversity
Parker Looks Up: An Extraordinary Moment by Parker Curry
The Color of Us by Karen Katz
The Skin you Live In by Michael Tyler

Artists
A Range of Diverse Artists are included throughout the learning process.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize the impact of one's feelings and thoughts on one's own behavior	EU: The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works. EQ: How does one's feelings and thoughts connect to artistic works?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Artists create diverse & different artistic expressions synthesizing knowledge (personal, societal, cultural, and historic). EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among Individuals?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU: Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose. EQ: How does connecting to the arts develop positive communication and social skills?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**

Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	**Performance Expectations:**
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Critical Thinking and Problem-solving	
Core Ideas:	**Performance Expectations:**
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

Information and Media Literacy	
Core Ideas:	**Performance Expectations:**
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

Digital Citizenship	
Core Ideas:	**Performance Expectations:**
Digital communities allow for social interactions that can result in positive or negative outcomes.	9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments

Technology Literacy	
Core Idea	**Performance Expectation**

Different digital tools have different purposes	9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Engineering Design ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.3: Select and use appropriate tools and materials to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.
Kindergarten

English Language Arts	**Reading** RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they

	appear (e.g., what moment in a story an illustration depicts).
Mathematics	**Geometry** **Analyze, compare, create, and compose shapes.** **KG.B.4,** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). **Counting and Cardinality** **Know number names and the count sequence** **K.CC.A.3-**Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea-** Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly **Performance Expectation-** 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good
Science	**K-PS3: Energy** **K-PS3-**1-Make observations to determine the effect of sunlight on Earth's surface
1st grade	

English Language Arts	**Reading Domain** RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how). RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details. RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events. **Writing** W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.
Mathematics	**Geometry** **A. Reason with shapes and their attributes.** **1.G.A.1-D**istinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions
Science	**1- PS4: Waves and their Applications in Technologies for Information Transfer**

	1-PS4-2-Make observations to construct an evidence-based account that objects can be seen only when illuminated
2nd grade	
English Language Arts	**Reading** RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. **Speaking and Listening** SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
Mathematics	**Geometry** 2.G.A.1-Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Clarification: sizes are compared directly or visually, not compared by measuring)
Social Studies	**Civics, Government, and Human Rights: Participation and Deliberation** **Core Idea-** When all members of the group are given the opportunity to participate in the decision-making process everyone's voice is heard. **Performance Expectation-** 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions **Geography, People, and the Environment: Human Population Patterns**

	Core Idea
	Physical and human characteristics affect where people live (settle)
	Performance Expectations
	6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability)
Science	**2- PS1: Matter and Its Interactions**
	2-PS1-1- Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
	2-LS2: Ecosystems: Interactions, Energy, and Dynamics
	2-LS2-1-Plan and conduct an investigation to determine if plants need sunlight and water to grow.
	2-ESS2: Earth's Systems
	2-ESS2-2-Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

● Opened ended tasks ● Promotion of creative and critical thinking	**Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vQ7y45yEznp_dyr4k5dGRHD9pPaCZmDpm3YISy7oEw_yBLprXZ1CP3rGUlwoai9vTKKaMYdfchv3z8l/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:
● 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
● 1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

Enduring Understandings	Essential Questions
● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals	● What conditions, attitudes, and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations?
Learners will know…	**Learners will be able to….**
● Creativity can be developed. Learners will know that by knowing	● Utilize creativity to come up with ideas to problem solve throughout the artmaking process.

the history of art it can help us create our own works. ● The elements and the principles of art can help us create works of art. ● The elements and principles of design are universal.	● Set goals to create works of art that are meaningful to themselves as artists. ● Use their knowledge of art history to create works of art. ● Utilize the elements and the principles of art while creating. ● Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Anchor Standard 2: Organizing and developing ideas.

Practice: Investigate

Performance Expectations:
● 1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.
● 1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.
● 1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement

Enduring Understandings	**Essential Questions**
● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and designs that define, shape, enhance, and empower their lives.	● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? ● What responsibilities come with the freedom to create? ● How do objects, places and design shape lives and communities? ● How do artists and designers determine goals for designing or

	redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate?
Learners will know…	**Learners will be able to….**
● Various art making techniques. Learners will know how to safely use materials, tools and equipment while creating. ● The importance of craftsmanship to create a neat and tidy work of art. ● Objects or environments can be represented within the visual arts while using personal connections.	● Experiment with various forms, materials, media and art process to create works of art. ● Show strong craftsmanship through the creation of a work of art. ● Use tools, materials, supplies and equipment safely. ● Represent objects and environments through the artmaking process. ● Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and digital art by the physical properties of the artworks, and experiment with various art media and art mediums to create original works of art.

Anchor Standard 3: Refining and completing products.

Practice: Reflect, Refine, Continue

Performance Expectations:
1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.

Enduring Understandings	**Essential Questions**
● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What role does persistence play in revising, refining and developing work? ● How do artists grow and become accomplished in art forms? ● How does collaboratively reflecting on a work help us experience it more completely?
Learners will know…	**Learners will be able to….**

● Artists became accomplished in an art form through continued persistence using revision, refining and development over time.	● Utilize persistence to revise, refine and continue to develop works of art. ● Describe their personal choices throughout the artmaking process.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources**- Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Varied Non-fiction text

	Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-
Including but not limited to-

Equity
I walk with Vanessa by Kerascoet
Islandborn by Junot Diaz

Inclusion
I am Human: A Book of Empathy by Susan Verde
Be Kind by Pat Zietlow Miller
Be Strong by Pat Zietlow Miller

Diversity
*You Matte*r by Christian Robinson
The Color of Us by Karen Katz
Rainbow Weaver by Tejedora del Arcoiris

Artists
A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of

	creative ideas?
Self-Management ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EQ: How do different strategies for managing one's emotions affect the creative process?
Social Awareness ● Recognize and identify the thoughts, feelings and perspectives of others	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU: Artists conceptualize and generate ideas and works in relationship with others. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of decisions made during the creative process. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees

9.4 Life Literacies and Key Skills by the End of Grade 5
Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Digital Citizenship

Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**

Computing Systems Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Engineering Design Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Connections/Cross Curricular Opportunities
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

3rd grade	
English Language Arts	**Reading** RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. **Speaking and Listening** SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Mathematics	**Number and Operations—Fractions**
	3.NF.A.1-Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by *a* parts of size $\frac{1}{b}$.
Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea**-There are different processes for establishing rules and laws **Performance Expectation**- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
4th grade	
English Language Arts	**Reading** RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. **Writing** L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Mathematics	**Geometry**

	4.G.A.3-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Social Studies	Geography, People, and the Environment: Global Interconnections **Core Idea**-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. **Performance Expecation**-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Science	**Earth's Systems** 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
5th grade	
English Language Arts	**Reading** RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. **Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Mathematics	**Geometry** 5.G.3.B-Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are

	rectangles, so all squares have four right angles.
Social Studies	**Civics, Government, and Human Rights: Civic Mindedness** **Core Idea**-Certain dispositions help individuals contribute to the health of American democracy. **Performance Expecation-**6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Deal School Curriculum
2020 New Jersey Student Learning Standards-Visual and Performing Arts
Visual Arts Standards by the End of Grade 5
Artistic Process-PRESENTING
Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Analyze

Performance Expectations:
1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.

Enduring Understandings	Essential Questions
● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	● How are artworks cared for and by whom? ● What criteria, methods and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts and artworks, and select them for presentation?
Learners will know…	**Learners will be able to….**
● Who and what a curator does. ● How artworks are prepared to be persevered and how artworks can be presented.	● Explain the ways that artwork is selected for presentation. ● Analyze works of art in various mediums that use the same art

	elements and principles of design.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:
1.5.5.Pr5a: Prepare and present artwork safely and effectively

Enduring Understandings	Essential Questions
● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.	● What methods and processes are considered when preparing artwork for presentation or preservation? ● How does refining artwork affect its meaning to the viewer? ● What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Learners will know…	**Learners will be able to….**
● How works of art can be prepared and presented. ● Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	● When viewing works of art, learners will be able to explain ways that refining artwork can affect its meaning. Learners will be able to do this within their own works of art. ● Identify elements of art and principles of design that are evident in everyday life.

Anchor Standard 6: Conveying meaning through art

Practice: Share

Performance Expectations:
1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics

Enduring Understandings	Essential Questions
● Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a	● What is an art museum? ● How does the presenting and sharing of objects, artifacts and

record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	artworks influence and shape ideas, beliefs and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Learners will know….	**Learners will be able to….**
● Artworks can be presented in a variety of ways for others to view. ● There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.	● Create works of art that can show meaning. ● Explain art museums, the importance of sharing artwork with others. ● Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

● Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

● The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

● Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

● Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-

- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources-**

	Including but not limited to-
	Seesaw
	Youtube (e.g. The The Three Primary colors, by OK GO)
	Online artists web pages
	[NJ SEL Arts-Create](#)
	Books-
	Including but not limited to-
	Varied Picture Books
	Children's Books relating to art concepts, time periods, and techniques
	Varied Non-fiction text
	Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-
Including but not limited to-

Equity
I walk with Vanessa by Kerascoet
Islandborn by Junot Diaz

Inclusion
I am Human: A Book of Empathy by Susan Verde
Be Kind by Pat Zietlow Miller
Be Strong by Pat Zietlow Miller

Diversity
*You Matte*r by Christian Robinson
Rainbow Weaver by Tejedora del Arcoiris

Artists

A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's personal traits, strengths and limitations	EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation /production. EQ: How do varying degrees of self-confidence affect the performance /presentation/production of artistic works?
Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/ presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?
Relationship Skills ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	EU: The performance /presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance /presentation/production of artistic works?

Responsible Decision-Making ● Identify the consequences associated with one's actions in order to make constructive choices	EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do choices made in the process of preparing and presenting /performing /producing artistic works affect the intended impact on the audience?

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Digital Citizenship	
Core Ideas:	**Performance Expectations:**
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Core Idea	Performance Expectation

Different digital tools have different purposes.	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Computing Systems Computing devices may be connected to other devices to form a system as a way to extend their capabilities	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Engineering Design Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
Interdisciplinary Connections/Cross Curricular Opportunities	
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	
3rd grade	
English Language Arts	**Reading** RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. **Speaking and Listening**

	SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
Mathematics	**Number and Operations—Fractions** 3.NF.A.1-Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea**-There are different processes for establishing rules and laws **Performance Expectation**- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
4th grade	
English Language Arts	**Reading** RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

	Writing L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Mathematics	**Geometry** 4.G.A.3-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Social Studies	Geography, People, and the Environment: Global Interconnections **Core Idea**-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. **Performance Expecation**-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Science	**Earth's Systems** 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
5th grade	
English Language Arts	**Reading** RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. **Writing**

	W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Mathematics	**Geometry** 5.G.3.B-Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
Social Studies	**Civics, Government, and Human Rights: Civic Mindedness** **Core Idea**-Certain dispositions help individuals contribute to the health of American democracy. **Performance Expecation-**6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

Accommodations and Modifications

At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction **G&T Enrichment** ● Higher level materials for	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering

differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking	questions ● Provide final product examples **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vRw-dFt_eJsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub

Deal School Curriculum
2020 New Jersey Student Learning Standards-Visual and Performing Arts
Visual Arts Standards by the End of Grade 5
Artistic Process-RESPONDING
Desired Outcomes
Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:
● 1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.
● 1.5.5.Re7b: Analyze visual arts including cultural associations.

Enduring Understandings	Essential Questions
● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art? ● What is visual art? ● Where and how do we encounter visual arts in our world? ● How do visual arts influence our views of the world?
Learners will know…	**Learners will be able to….**
● Artwork can be analyzed through looking at the subject matter, its characteristics (such as its use of the elements of art or principles of art). ● The genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	● Analyze a work of art and their own. Learners will be able to use their personal connections while analyzing, while also learning about specific works of art. ● Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.

Enduring Understandings	Essential Questions
● People gain insights into meanings of artworks by engaging in the process of art criticism.	● What is the value of engaging in the process of art criticism? ● How can the viewer "read" a work of art as text? ● How does knowing and using visual art vocabulary help us understand and interpret works of art?
Learners will know…	**Learners will be able to….**
● Ways in which artwork can be interpreted to make meaning. ● How we can read a work of art through visual literacy skills, further making sense of works of art by interpreting, recognition and appreciation.	● Make sense of a work of art through interpretation. Look for/ create the mood in a work of art through key characteristics such as the use of facial expressions, colors, etc. ● Utilize art vocabulary when viewing and creating artwork such as the elements and principles of art, genres of art, time periods of art, and various techniques related to the creation of ceramics, drawing, painting, printmaking, fiber arts, digital art, sculpture, mixed media and color theory.

Anchor Standard 9: Applying criteria to evaluate products

Practice: Analyze

Performance Expectations:
1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.

Enduring Understandings	Essential Questions
● People evaluate art based on various criteria.	● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation?
Learners will know…	**Learners will be able to….**

● The ways that we can evaluate a work of art. Learners will be exposed to this through various art genres and using historical and cultural works of art. ● Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	● Analyze and create works of art that have different genres such as paintings, drawing, printmaking, sculpture, ceramics, photography, design, crafts (fibers & ceramics), and architecture. ● View and create works of historical and culturally diverse art. Art work can be evaluated based on criteria through art criticism. ● Evaluate the work of professional and historical work along with the work that they personally create.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

● Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

● The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

● Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

● Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
  ● Checklists- Observation
  ● Exit tickets
  ● Technology assisted assessments
  ● Progress reflections
  ● Teacher-led conference

- Student-led conference
- Goal Setting
- Self-Assessments including self-critique

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources-** Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO)

	Online artists web pages [NJ SEL Arts-Create](#) **Books-** Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Varied Non-fiction text Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

Sample Picture Books-
Including but not limited to-

Equity
I walk with Vanessa by Kerascoet
Islandborn by Junot Diaz

Inclusion
I am Human: A Book of Empathy by Susan Verde
Be Kind by Pat Zietlow Miller
Be Strong by Pat Zietlow Miller

Diversity
*You Matte*r by Christian Robinson
Rainbow Weaver by Tejedora del Arcoiris

Artists
A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's feelings and thoughts	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EU: Awareness of ones' thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works? How can responding to artistic works inform one's awareness of their thoughts and feelings? EQ: Why is it important to have self-confidence when responding to artistic works?
Social Awareness ● Demonstrate an awareness of the expectations for social interactions in a variety of setting	EU: Considering the artists' intent heightens awareness to social interactions in a variety of settings. EQ: How do the differences among individuals, groups and others' cultural background influence one's response to artistic works?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees

9.4 Life Literacies and Key Skills by the End of Grade 5 Critical Thinking and Problem-solving	
Core Ideas:	**Performance Expectations:**
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Digital Citizenship	
Core Ideas:	**Performance Expectations:**
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes.	9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**

Computing Systems Software and hardware work together as a system to accomplish tasks (e.g., sending, receiving, processing, and storing units of information).	8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.
Engineering Design Often, several design solutions exist, each better in some way than the others.	8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Connections/Cross Curricular Opportunities
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.
3rd grade

English Language Arts	**Reading** RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. **Speaking and Listening** SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Mathematics	**Number and Operations—Fractions**
	3.NF.A.1-Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea**-There are different processes for establishing rules and laws **Performance Expectation**- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
4th grade	
English Language Arts	**Reading** RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. **Writing** L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. C. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Mathematics	**Geometry**

	4.G.A.3-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Social Studies	Geography, People, and the Environment: Global Interconnections **Core Idea**-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. **Performance Expecation**-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Science	**Earth's Systems** 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
5th grade	
English Language Arts	**Reading** RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. **Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Mathematics	**Geometry** 5.G.3.B-Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are

	rectangles, so all squares have four right angles.
Social Studies	**Civics, Government, and Human Rights: Civic Mindedness** **Core Idea-**Certain dispositions help individuals contribute to the health of American democracy. **Performance Expecation-**6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

<table>
<tr><td colspan="2" align="center">Accommodations and Modifications</td></tr>
<tr>
<td>

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

</td>
<td>

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

</td>
</tr>
</table>

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vRw-dFt_eJsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 5

Artistic Process-CONNECTING

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:
1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary

Enduring Understandings	Essential Questions
● Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.	● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings? ● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Learners will know…	**Learners will be able to….**
● Various cultural and historical works of art. ● Vocabulary associated with these types of art works. ● The artmaking process. ● The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	● Create works of art inspired by historical and cultural traditions. This can be through techniques used or style of art. ● Take park in the creating process and use relevant vocabulary when doing so. ● Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
● 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.
● 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Enduring Understandings	Essential Questions
● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	● How does art help us understand the lives of people of different times, places and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life?
Learners will know…	**Learners will be able to….**
● Viewing and creating works of art inspired by contemporary and historical artists can help us relate and understand different times, places, cultures and our current society. ● When we interact with art and take part in creating art it can help to preserve aspects of life. ● Look at the work of contemporary artists who aim to inform others about global issues.	● View and create works of art that inform others about values, beliefs, culture and history. ● Identify common and distinctive characteristics of artworks from diverse cultural and historical era of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Visual Literacy activity focusing on the analysis of artwork

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Technology assisted assessments
- Progress reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials

Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**

● 2020 New Jersey Student Learning Standards- Visual and Performing Arts
● Think and Do Workbook for Arts Integration, NJPSA
	Museums-
	Including but not limited to-
	    ● The Museum of Modern Art, Online resources
	    ● The Metropolitan Museum of Art-Online Resources
	    ● The Princeton Art Museum- Online Resources
	Online Resources-
	Including but not limited to-
	Seesaw
	Youtube (e.g. The The Three Primary colors, by OK GO)
	Online artists web pages
	NJ SEL Arts-Create
	
	Books-
	Including but not limited to-
	Varied Picture Books
	Children's Books relating to art concepts, time periods, and techniques
	Varied Non-fiction text
	
	Various teacher-created resources including slides, handouts and reference materials.

Equity, Inclusion, and Diversity Resources
Equity, Inclusion and Diversity Resources are included throughout the K-2 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives. **Sample Resources** **Sample Picture Books-**

Including but not limited to-

Equity
I walk with Vanessa by Kerascoet
Islandborn by Junot Diaz

Inclusion
I am Human: A Book of Empathy by Susan Verde
Be Kind by Pat Zietlow Miller
Be Strong by Pat Zietlow Miller

Diversity
*You Matte*r by Christian Robinson
Rainbow Weaver by Tejedora del Arcoiris

Artists
A range of diverse artists are included throughout the learning including both historical and contemporary artists.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize the importance of self-confidence in handling daily tasks and challenges	EU: An artist's confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in an artistic work. EQ: How does handling daily artistic tasks build self-awareness?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
Social Awareness ● Demonstrate an awareness of the differences among individuals,	EU: Life experiences provide artists with a variety of perspectives to express and become aware of the

groups and others' cultural backgrounds	differences among individuals, groups and other's cultural backgrounds. EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
There are a variety of factors to consider before starting a business	9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Digital Citizenship

Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.

Technology Literacy

Core Idea	Performance Expectation

Different digital tools have different purposes.	9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Computing Systems Computing devices may be connected to other devices to form a system as a way to extend their capabilities	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Effects of Technology on the Natural World The technology developed for the human designed world can have unintended consequences for the environment	8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

Interdisciplinary Connections/Cross Curricular Opportunities

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	
3rd grade	
English Language Arts	**Reading** RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers. **Speaking and Listening** SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Writing**

	W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
Mathematics	**Number and Operations—Fractions** 3.NF.A.1-Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by *a* parts of size $\frac{1}{b}$.
Social Studies	**Civics, Government, and Human Rights: Processes and Rules** **Core Idea**-There are different processes for establishing rules and laws **Performance Expectation**- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
4th grade	
English Language Arts	**Reading** RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. **Writing** L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

	D. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
Mathematics	**Geometry** 4.G.A.3-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Social Studies	Geography, People, and the Environment: Global Interconnections **Core Idea**-Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics. **Performance Expecation**-6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
Science	**Earth's Systems** 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features.
5th grade	
English Language Arts	**Reading** RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. **Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single

	sitting or a day or two) for a range of tasks, purposes, and audiences.
Mathematics	**Geometry** 5.G.3.B-Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.
Social Studies	**Civics, Government, and Human Rights: Civic Mindedness** **Core Idea**-Certain dispositions help individuals contribute to the health of American democracy. **Performance Expecation-**6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

<table>
<tr><td colspan="2" align="center">Accommodations and Modifications</td></tr>
<tr><td>

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical

</td><td>

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504

</td></tr>
</table>

thinking	- Review student individual educational plan and/or 504 plan - Establish procedures for accommodation and modifications for assessments as per IEP/504 - Modify classroom environment to support academic and physical needs of the students as per IEP/504
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vRw-dFt_eJsdcMjxyByAAv9h087nc-APp1V3HxTPhkII7hkAYBU1u8wnx7sVvQ5N6-FbPmk87-OW1BD/pub	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 8

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:
● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.

Enduring Understandings	Essential Questions
● Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals	● What conditions, attitudes and behaviors support creativity and innovative thinking? ● What factors prevent or encourage people to take creative risks? ● How does collaboration expand the creative process? ● How does knowing the contexts, histories and traditions of art forms help us create works of art and design? ● Why do artists follow or break from established traditions? ● How do artists determine what resources and criteria are needed to formulate artistic investigations?
Learners will know…	**Learners will be able to….**
● Creativity can be developed.	● Utilize the creative process to come up with ideas.

● Knowing the history of art can help us create our own works. ● The elements and the principles of art can help us create works of art. ● The elements and principles of design are universal.	● Overcome creative blocks through creative problem solving. ● Set goals to create works of art that are meaningful to themselves as artists. ● Utilize the elements and the principles of art while creating. ● Art history can be used to help us make new creative works.

Anchor Standard 2: Organizing and developing ideas.

Practice: Investigate

Performance Expectations:
● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process.
● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.
● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.

Enduring Understandings	Essential Questions
● Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.	● How do artists work? ● How do artists and designers determine whether a particular direction in their work is effective? ● How do artists and designers learn from trial and error? ● How do artists and designers care for and maintain materials, tools and equipment? ● Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? ● What responsibilities come with the freedom to create? ● How do objects, places and design shape lives and communities? ● How do artists and designers determine goals for designing or

	redesigning objects, places, or systems? ● How do artists and designers create works of art or design that effectively communicate?
Learners will know…	**Learners will be able to….**
● Various art making techniques and mediums. ● Safely use materials, tools and equipment while creating, including online resources. ● Importance of craftsmanship to create a neat and tidy work of art. ● Two-and three-dimensional works of art and the supplies used to create them. ● Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	● Experiment and take risks throughout the creative process using various techniques and mediums. ● Use trial and error in their works, while also showing elements of strong craftsmanship. ● Take care of and safely use materials/ supplies. ● Apply various art media, art mediums, technologies, and processes in the creation of two- and three-dimensional works of art. ● 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.

Anchor Standard 3: Refining and completing products.

Practice: Reflect, Refine, Continue

Performance Expectations:
1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.

Enduring Understandings	**Essential Questions**
● Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.	● What role does persistence play in revising, refining and developing work? ● How do artists grow and become accomplished in art forms?

	● How does collaboratively reflecting on a work help us experience it more completely?
Learners will know…	**Learners will be able to….**
● A work of art can be examined, reflected on and refined. ● An artist statement can be created to accompany a work of art.	● Create an artist statement through reflections. ● Use reflection as a means to revise their work.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

● Art analysis of traditional or contemporary artwork completed as a class or in sketchbooks

Introduction and Modeling of New Knowledge (10 minutes)-

● The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

● Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

● Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
● Checklists- Observation
● Progress Reflections
● Teacher-led conference
● Student-led conference
● Goal Setting
● Self-Assessments including self-critique
● Exit tickets

- Technology assisted assessments

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources-** Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to-

	Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Varied Non-fiction text Various teacher-created resources including slides, handouts and reference materials.

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ+, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives. Some featured artists include-

- **Featured Artists**
  - Hockney
    - [Sample Slides](#)
    - [Sample Lesson](#)
  - Congdon
    - [Sample Slides](#)
  - [Sample Lesson](#)
  - [Haring](#)
  - Miller
- **Read Alouds**
  - *Red: A Crayon's Story* by Michael Hall
  - *Pink is for Boys* by Robb Pearlmann

Inclusion/ Disabilities
- Featured Artists
  - [Grant Manier](#)
  - [Dorothea Lange](#)
  - [Callen Schaub](#)
- **Read Alouds**
  - *Grant the Jigsaw Giraffe* by Grant Manier
  - *Dorthea Lange* by Carole Weatherford
  - *Just Ask: Be Brave, Be Different, Be you* by Sonia Sotomayor

LGBTQ+ Online Resources

[The Art of Education](#)

Equity

I See You by Michael Genhart

Diversity
Teach your Dragon about Diversity by Steve Herman
Women Artists A to Z by Melanie Labarge

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EQ:How do different strategies for managing one's emotions affect the creative process?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 8 Civic Financial Responsibility	

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship

Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure

Technology Literacy

Core Idea	Performance Expectation

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections/Cross Curricular Opportunities	

Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

6th grade

English Language Arts	**Reading** RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **Writing** W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Mathematics	**Geometry** 6.3.A.3-Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Social Studies	**World History / Global Studies** **Core Idea-**The physical and human characteristics of places and regions are connected to human identities and cultures. **Performance Expectation-** 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
7th grade	
English Language Arts	**Writing** W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Mathematics	**Geometry** 7.G.A.1-Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Social Studies	**U.S. History: America in the World** **Core Idea**-A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. **Performance Expectation-**6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Science	**MS-ETS1: Engineering Design** **MS-ETS1-2-**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
8th grade	
English Language Arts	**Writing** W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Social Studies	**U.S. History: America in the World** **Core Idea-**Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. **Performance Expectation-**6.1.8.EconET.3.a: Identify the effect of

	inflation and debt on the American people and evaluate the policies of state and national governments during this time.

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSqgnPRa2BZKpcr84ceRUhc45X2X/pub

Deal School Curriculum
2020 New Jersey Student Learning Standards-Visual and Performing Arts
Visual Arts Standards by the End of Grade 8
Artistic Process-Presenting
Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work

Practice: Analyze

Performance Expectations:
1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.

Enduring Understandings	Essential Questions
● Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.	● How are artworks cared for and by whom? ● What criteria, methods and processes are used to select work for preservation or presentation? ● Why do people value objects, artifacts and artworks, and select them for presentation?

Learners will know…	Learners will be able to….
● The steps to analyze a work of art. ● How to analyze the use of the elements and principles of art within a work of art.	● Analyze a work of art. ● Explain why works of are are selected for presentation and why they are preserved. ● Analyze using the elements and principles of art.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Select

Performance Expectations:
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.

Enduring Understandings	Essential Questions
● Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when	● What methods and processes are considered when preparing artwork for presentation or preservation? ● How does refining artwork affect its meaning to the viewer?

deciding if and how to preserve and protect it.	● What criteria are considered when selecting work for presentation, a portfolio, or a collection?

Learners will know…	**Learners will be able to….**
● That there are various art techniques for various mediums. ● Use these different art techniques by media type such as drawing, painting, ceramics, fiber arts, sculpture, digital art, etc. ● The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	● Use art techniques with various art mediums. ● 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).

Anchor Standard 6: Conveying meaning through art.

Practice: Share

Performance Expectations:
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.

Enduring Understandings	**Essential Questions**
● Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.	● What is an art museum? ● How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? ● How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?

Learners will know…	**Learners will be able to….**
● How artists and themselves show meaning through their work of art with ideas. ● Universal themes exist in art across	● Create works of art that show meaning through their ideas. ● Explain what an art museum is.

historical eras and cultures. Art may embrace multiple solutions to a problem.	● Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

● Art analysis of traditional or contemporary artwork completed as a class or in sketchbooks

Introduction and Modeling of New Knowledge (10 minutes)-

● The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

● Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

● Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Progress Reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique
- Exit tickets
- Technology assisted assessments

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-

- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- - The Museum of Modern Art, Online resources - The Metropolitan Museum of Art-Online Resources - The Princeton Art Museum- Online Resources **Online Resources-** Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques

	Varied Non-fiction text
	Various teacher-created resources including slides, handouts and reference materials.

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ+, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives. Some featured artists include-

- **Featured Artists**
  - Hockney
    - [Sample Slides](#)
    - [Sample Lesson](#)
  - Congdon
    - [Sample Slides](#)
  - [Sample Lesson](#)
  - [Haring](#)
  - Miller
- **Read Alouds**
  - *Red: A Crayon's Story* by Michael Hall
  - *Pink is for Boys* by Robb Pearlmann

Inclusion/ Disabilities
- Featured Artists
  - [Grant Manier](#)
  - [Dorothea Lange](#)
  - [Callen Schaub](#)
- **Read Alouds**
  - *Grant the Jigsaw Giraffe* by Grant Manier
  - *Dorthea Lange* by Carole Weatherford
  - *Just Ask: Be Brave, Be Different, Be you* by Sonia Sotomayor

LGBTQ+ Online Resources
[The Art of Education](#)

Equity
I See You by Michael Genhart

Diversity

Teach your Dragon about Diversity by Steve Herman
Women Artists A to Z by Melanie Labarge

Social and Emotional Learning **Enduring Understanding and Questions from NJ SEL Arts**	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self Awareness Recognize the impact of one's feelings and thoughts on one's own behavior	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?
Self Management Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Responsible Decision-Making Develop, implement and model effective problem solving and critical thinking skills	EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/ production?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 8 Civic Financial Responsibility	

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship

Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure

Technology Literacy

Core Idea	Performance Expectation

Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

Interdisciplinary Connections/Cross Curricular Opportunities
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.

6th grade	
English Language Arts	**Reading** RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **Writing** W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.

Mathematics	**Geometry** 6.3.A.3-Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Social Studies	**World History / Global Studies** **Core Idea-**The physical and human characteristics of places and regions are connected to human identities and cultures. **Performance Expectation-** 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
7th grade	
English Language Arts	**Writing** W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Mathematics	**Geometry** 7.G.A.1-Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Social Studies	U.S. History: America in the World **Core Idea**-A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. **Performance Expectation-** 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Science	**MS-ETS1: Engineering Design** **MS-ETS1-2-**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
8th grade	
English Language Arts	**Writing** W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Social Studies	**U.S. History: America in the World** **Core Idea-**Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. **Performance Expectation-** 6.1.8.EconET.3.a: Identify the effect of

	inflation and debt on the American people and evaluate the policies of state and national governments during this time.

Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction **G&T Enrichment** ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions ● Provide final product examples **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSqgnPRa2BZKpcr84ceRUhc45X2X/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Artistic Process-Responding

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:
● 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.
● 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.

Enduring Understandings	Essential Questions
● Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.	● How do life experiences influence the way you relate to art? ● How does learning about art impact how we perceive the world? ● What can we learn from our responses to art? ● What is visual art? ● Where and how do we encounter visual arts in our world? ● How do visual arts influence our views of the world?
Learners will know…	**Learners will be able to….**
● The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology.	● 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 style.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

Enduring Understandings	Essential Questions
● People gain insights into meanings of artworks by engaging in the process of art criticism.	● What is the value of engaging in the process of art criticism? ● How can the viewer "read" a work of art as text? ● How does knowing and using visual art vocabulary help us understand and interpret works of art?
Learners will know…	**Learners will be able to….**
● Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art making.	● 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.

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Analyze

Performance Expectations:
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

Enduring Understandings	Essential Questions
● People evaluate art based on various criteria	● How does one determine criteria to evaluate a work of art? ● How and why might criteria vary? ● How is a personal preference different from an evaluation?
Learners will know…	**Learners will be able to….**

● Artwork can be evaluated based on personal and set criteria	● Evaluate a work of art ● Explain personal preferences for art

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

● Art analysis of traditional or contemporary artwork completed as a class or in sketchbooks

Introduction and Modeling of New Knowledge (10 minutes)-

● The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

● Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

● Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
● Checklists- Observation
● Progress Reflections
● Teacher-led conference
● Student-led conference
● Goal Setting
● Self-Assessments including self-critique
● Exit tickets
● Technology assisted assessments

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
● Project specific rubrics
● Reflections and written reflections

Alternative Assessments-

Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources	
District	**Other**
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA	**Museums-** Including but not limited to- ● The Museum of Modern Art, Online resources ● The Metropolitan Museum of Art-Online Resources ● The Princeton Art Museum- Online Resources **Online Resources-** Including but not limited to- Seesaw Youtube (e.g. The The Three Primary colors, by OK GO) Online artists web pages NJ SEL Arts-Create **Books-** Including but not limited to- Varied Picture Books Children's Books relating to art concepts, time periods, and techniques Varied Non-fiction text Various teacher-created resources including slides, handouts and reference

	materials.

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives.

Sample Resources

LGBTQ Resources
- **Featured Artists**
  - Congdon
    - [Sample Slides](#)
    - [Sample Lesson](#)
  - Hockney
    - [Sample Slides](#)
    - [Sample Lesson](#)
  - Haring
    - [Haring](#)
- **Read Alouds**
  - *Red: A Crayon's Story* by Michael Hall

LGBTQ+ Online Resources
[The Art of Education](#)

Inclusion/ Disabilities
- Featured Artists
  - [Grant Manier](#)
  - [Dorothea Lange](#)
  - [Callen Schaub](#)
- **Read Alouds**
  - *Grant the Jigsaw Giraffe* by Grant Manier
  - *Dorthea Lange* by Carole Weatherford

Equity
I See You by Michael Genhart

Diversity
Teach your Dragon about Diversity by Steve Herman
Women Artists A to Z by Melanie Labarge

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness Recognize one's personal traits, strengths and limitations	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
Social Awareness Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?
Responsible Decision-Making Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8 Civic Financial Responsibility	
Core Ideas:	**Performance Expectations:**
Individuals can use their talents, resources, and abilities to	9.1.8.CR.2: Compare various ways to give back through strengths,

give back.	passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8 Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	**Performance Expectations:**
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship	
Core Ideas:	**Performance Expectations:**
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure

Technology Literacy	
Core Idea	**Performance Expectation**
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
Interdisciplinary Connections/Cross Curricular Opportunities	
Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers.	
6th grade	
English Language Arts	**Reading** RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **Writing** W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
Mathematics	**Geometry** 6.3.A.3-Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate.

	Apply these techniques in the context of solving real-world and mathematical problems.
Social Studies	**World History / Global Studies** **Core Idea-**The physical and human characteristics of places and regions are connected to human identities and cultures. **Performance Expectation-** 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
7th grade	
English Language Arts	**Writing** W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Mathematics	**Geometry** 7.G.A.1-Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Social Studies	**U.S. History: America in the World** **Core Idea**-A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. **Performance Expectation-** 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Science	**MS-ETS1: Engineering Design** **MS-ETS1-2-**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
8th grade	
English Language Arts	**Writing** W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Social Studies	**U.S. History: America in the World** **Core Idea-**Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. **Performance Expectation-** 6.1.8.EconET.3.a: Identify the effect of

inflation and debt on the American people and evaluate the policies of state and national governments during this time.

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcguo2Q_xCjHZomaZdrzZWpTVSqgnPRa2BZKpcr84ceRUhc45X2X/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Visual Arts Standards by the End of Grade 8

Artistic Process-Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

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

Enduring Understandings	Essential Questions
● Through artmaking, people make meaning by investigating and developing awareness of	● How does engaging in creating art enrich people's lives? ● How does making art attune people to their surroundings?

perceptions, knowledge and experiences.	● How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?
Learners will know…	**Learners will be able to….**
● Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art making.	● 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.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
● 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.

Enduring Understandings	**Essential Questions**
● People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	● How does art help us understand the lives of people of different times, places and cultures? ● How is art used to impact the views of a society? ● How does art preserve aspects of life?
Learners will know…	**Learners will be able to….**
● The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.	● Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

Suggested Learning Plan

Anticipated daily sequence of activities-

The structure of the learning plan will be in the format of a once weekly 43 minute art class. Students will use a variety of learning strategies to complete processes and meet standards. The daily sequence of activities will follow the following methods/structure-

Anticipatory Set (5 minutes)-

- Art analysis of traditional or contemporary artwork completed as a class or in sketchbooks

Introduction and Modeling of New Knowledge (10 minutes)-

- The teacher will introduce new concepts and demonstrate skills, processes, and techniques through whole-class direct instruction.

Guided Practice/Independent Practice (25 minutes)-

- Students work independently, while the teacher offers support and small group instruction as needed.

Closure/Check for Understanding (3 minutes)-

- Students/ teacher review and check for understanding of concepts, techniques and skills taught and/or complete progress reflections.

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Progress Reflections
- Teacher-led conference
- Student-led conference
- Goal Setting
- Self-Assessments including self-critique
- Exit tickets
- Technology assisted assessments

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections and written reflections

Alternative Assessments-
Including but not limited to-
- Portfolios
- Digital Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed Artwork
- Selecting art for display
- Art analysis through visual literacy tasks
- Use of art tools and materials
- Creation of two-dimensional and three-dimensional art

Instructional/Learning Resources

District	Other

• 2020 New Jersey Student Learning Standards- Visual and Performing Arts
• Think and Do Workbook for Arts Integration, NJPSA
	Museums-
	Including but not limited to-
	  • The Museum of Modern Art, Online resources
	  • The Metropolitan Museum of Art-Online Resources
	  • The Princeton Art Museum- Online Resources
	Online Resources-
	Including but not limited to-
	Seesaw
	Youtube (e.g. The The Three Primary colors, by OK GO)
	Online artists web pages
	NJ SEL Arts-Create
	
	Books-
	Including but not limited to-
	Varied Picture Books
	Children's Books relating to art concepts, time periods, and techniques
	Varied Non-fiction text
	
	Various teacher-created resources including slides, handouts and reference materials.

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ+, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Visual Arts Curriculum allowing students to be exposed to a range of artists with multiple perspectives. Some featured artists include-

- **Featured Artists**
  - Hockney
    - [Sample Slides](#)
    - [Sample Lesson](#)
  - Congdon
    - [Sample Slides](#)
  - [Sample Lesson](#)
  - [Haring](#)
  - Miller
- **Read Alouds**
  - *Red: A Crayon's Story* by Michael Hall
  - *Pink is for Boys* by Robb Pearlmann

Inclusion/ Disabilities
- Featured Artists
  - [Grant Manier](#)
  - [Dorothea Lange](#)
  - [Callen Schaub](#)
- **Read Alouds**
  - *Grant the Jigsaw Giraffe* by Grant Manier
  - *Dorthea Lange* by Carole Weatherford
  - *Just Ask: Be Brave, Be Different, Be you* by Sonia Sotomayor

LGBTQ+ Online Resources
[The Art of Education](#)

Equity
I See You by Michael Genhart

Diversity
Teach your Dragon about Diversity by Steve Herman
Women Artists A to Z by Melanie Labarge

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**

Self-Awareness Recognize the importance of self-confidence in handling daily tasks and challenges	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?
Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints diffe	EU: Engagement in the arts provides opportunity to develop mutual respect for differing viewpoints (personal, cultural, societal and historical). EQ: How does engaging in the arts provide opportunities to demonstrate an understanding of the need for mutual respect when viewpoints differ?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's strengths, lifestyle goals, choices, and interests affect employment and income	9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

| **Digital Citizenship** ||

Core Ideas:	**Performance Expectations:**
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure

| **Technology Literacy** ||

Core Idea	**Performance Expectation**
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others	• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally

| **Technology (Computer Science and Design Thinking)** ||

Core Idea	**Performance Expectation**
Impacts of Computing Society is faced with trade-offs due to the increasing globalization and automation that computing brings	• 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Engineering Design Engineering design is a systematic, creative, and iterative process used to address local and global problems	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.

| **Interdisciplinary Connections/Cross Curricular Opportunities** ||

| Interdisciplinary connections and cross curricular opportunities will be explored through the once weekly art class session and/or arts integration/ enhancement projects created with classroom teachers. ||

| **6th grade** ||

English Language Arts	**Reading** RI.CI.6.2. Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments. **Writing** W.WP.6.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
Mathematics	**Geometry** 6.3.A.3-Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Social Studies	**World History / Global Studies** **Core Idea-**The physical and human characteristics of places and regions are connected to human identities and cultures. **Performance Expectation-** 6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
7th grade	
English Language Arts	**Writing**

	W.RW.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Mathematics	**Geometry** 7.G.A.1-Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
Social Studies	**U.S. History: America in the World** **Core Idea**-A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. **Performance Expectation-** 6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Science	**MS-ETS1: Engineering Design** **MS-ETS1-2-**Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
8th grade	
English Language Arts	**Writing** W.RW.8.7. Write routinely over extended time frames (time for research, reflection,

	metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Social Studies	**U.S. History: America in the World** **Core Idea-**Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. **Performance Expectation-** 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions
- Provide final product examples

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for

	accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

<div align="center">**Pacing Guide**</div>

https://docs.google.com/document/d/e/2PACX-1vSa_DPMqp3Mq1CJo70MgCf2W8-MKcg
uo2Q_xCjHZomaZdrzZWpTVSqgnPRa2BZKpcr84ceRUhc45X2X/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Conceive

Performance Expectations:

● 1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.
● 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
● 1.2.2.Cr1c: Explore form ideas for media art production with support.
● 1.2.2.Cr1d: Connect and apply ideas for media art production.
● 1.2.2.Cr1e: Choose ideas to create plans for media art production.

Enduring Understandings	Essential Questions
● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged?
Learners will know…	**Learners will be able to….**
● Ideas can be shared for media artworks through experimentation, sketching and modeling. A variety of tools, methods, and materials can be used when brainstorming ideas.	● Use imagination and creative process to turn idea into artistic expression

Anchor Standard 2: Organizing and developing ideas.

Practice: Develop

Performance Expectations:
● 1.2.2.Cr2a: Explore form ideas for media art production with support.
● 1.2.2.Cr2b: Connect and apply ideas for media art production.
● 1.2.2.Cr2c: Choose ideas to create plans for media art production.

Enduring Understandings	Essential Questions
● Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	● How do media artists work? ● How do media artists and designers determine whether a particular direction in their work would be effective? ● How do media artists learn from trial and error?
Learners will know…	**Learners will be able to….**
● The role of media artists and their work process. ● Work can be planned, organized and developed to create ideas.	● Explain media artists and their roles as artists. ● Use trial and error when creating for media art production.

Anchor Standard 3: Refining and completing products.

Practice: Construct

Performance Expectations:
● 1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)
● 1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.

Enduring Understandings	Essential Questions
● The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.	● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? ● How do media artists improve/refine their work?
Learners will know…	**Learners will be able to….**

● Basic principles of media arts productions including aesthetic components.	● Use principles of media arts to convey purpose, meaning and artistic quality.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts	**Online Resources-** Including but not limited to- Seesaw Youtube

Integration, NJPSA	Online web pages- [NJ SEL Arts-Create](#) [Why Media Art Education Matters](#) [Media Arts- Davis Arts](#) [Media Arts- Davis Arts](#) [Media Arts Toolkit- PBS Learning](#) [Media Arts- Digital Artists- The Art of Education](#) **Books-** Including but not limited to- Varied Picture Books -*What do you with and Idea*, by Kobi Yamada -*Bot +Bot* by Ame Dyckman -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning Enduring Understanding and Questions from [NJ SEL Arts](#)	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: Recognizing the impact of one's feelings and thoughts on the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals. EQ: How do artists balance what is known with what is discovered during the creative process?

Social Awareness ● Recognize and identify the thoughts, feelings and perspectives of others	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
Responsible Decision-Making ● Evaluate personal, ethical, safety and civic impact of decisions	EU: Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?

<h3 style="text-align:center">21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)</h3>

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	• 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

<h3 style="text-align:center">Technology Literacy</h3>

Core Idea	Performance Expectation

Digital tools have a purpose.	• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Networks and the Internet ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities

Kindergarten	
English Language Arts	**Writing**

	W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
Mathematics	**K.CC.A.1-**Count to 100 by ones and by tens.
Technology	**Core Idea** Interaction of Technology and Humans Technology has changed the way people live and work. **Performance Expectation** 8.2.2.ITH.3: Identify how technology impacts or improves life.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	**Writing** W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
Mathematics	**Operations and Algebraic Thinking** 1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with

	unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
2nd grade	
English Language Arts	**Writing** W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
Math	**Operations and Algebraic Thinking** 2.OA.1-Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to,

	taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
Accommodations and Modifications	

At Risk/Struggling Learners
   ● Spiral Learning
   ● Pre-teach and reteach concepts/ skills
   ● Visual Models
   ● Restating and Re phrasing Directions
	ELL
	   ● Visuals are used
	   ● Pre-teach vocabulary
	   ● Activate prior knowledge
	   ● Modeling
	   ● Technology assistance-Chromebooks and Ipads

- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

[https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8Iv Hrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub](https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8IvHrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub)

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 2

Artistic Process-Producing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Practice

Performance Expectations:
● 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
● 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Enduring Understandings	Essential Questions
● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	● How are complex media arts experiences constructed? ● At what point is a work considered "complete"?
Learners will know…	**Learners will be able to….**
● Art forms can be combined and integrated into media artworks.	● Create a media artwork that combines art forms and integrates various academic, art and media content.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Integrate

Performance Expectations:
● 1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.
● 1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.
● 1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.

Enduring Understandings	Essential Questions
Media artists require a range of skills and abilities to creatively solve problems.	● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques?

Learners will know…	Learners will be able to….
● Methods for handling tools, choices and skills for creating media artworks and trial-and-error.	● Use tools, skills and choices to create media artworks.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:
1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.

Enduring Understandings	Essential Questions
● Media artists present, share and distribute media artworks through various social, cultural and political contexts.	● How does time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing or distributing media artworks?

Learners will know…	Learners will be able to….
● Media artists regularly present or share their media artworks in a public format.	Present and share their media artworks with others, discussing reactions and experiences.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
● 2020 New Jersey Student Learning Standards- Visual and Performing	**Online Resources-** Including but not limited to-

Arts	Seesaw
● Think and Do Workbook for Arts Integration, NJPSA	Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- Varied Picture Books -*What do you with and Idea*, by Kobi Yamada -*Bot +Bot* by Ame Dyckman -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning **Enduring Understanding and Questions from NJ SEL Arts**	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's personal traits, strengths and limitations	EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?
Self-Management ● Identify and apply ways to persevere or overcome barriers	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning.

through alternative methods to achieve one's goals	EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Social Awareness • Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?
Relationship Skills • Utilize positive communication and social skills to interact effectively with others	EU:The performance / presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance / presentation/production of artistic works?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	• 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Technology Literacy	
Core Idea	**Performance Expectation**
Digital tools have a purpose.	• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Networks and the Internet ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

wants that can result in multiple solutions	
Kindergarten	
English Language Arts	**Writing** W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
Mathematics	**K.CC.A.1-**Count to 100 by ones and by tens.
Technology	**Core Idea** Interaction of Technology and Humans Technology has changed the way people live and work. **Performance Expectation** 8.2.2.ITH.3: Identify how technology impacts or improves life.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	**Writing**

	W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
Mathematics	**Operations and Algebraic Thinking** 1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
2nd grade	
English Language Arts	**Writing**

	W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
Math	**Operations and Algebraic Thinking** 2.OA.1-Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a

	product that has stopped working, or solve a simple problem.

Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction **G&T Enrichment** ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8IvHrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 2

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:

● 1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.
● 1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

Enduring Understandings	Essential Questions
Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience?
Learners will know…	**Learners will be able to….**
● Media artwork can share a message ● Our appreciation of media artwork can be influenced by our interests, experience and understandings.	● Analyze a work of media arts ● Determine the meaning of the media artworks as a memeber of the audience

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.

Enduring Understandings	Essential Questions
Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.	● How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?
Learners will know…	**Learners will be able to….**
● Media arts can convey a message ● Works of media art can be analyzed using a variety of visual literacy skills	● Identify the meaning behind a media work of art and share what they notice/ see/ experience in a work of media art

● Various arts vocabulary	● Analyze a work of media art using visual literacy skills ● Utilize arts vocabulary to interpret a work of art

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Evaluate

Performance Expectations:
1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.

Enduring Understandings	**Essential Questions**
Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation?
Learners will know…	**Learners will be able to….**
● Critiques and evaluation of media arts allows for improvements ● Works of media art can be evaluated	● Share their thoughts about a work of media arts including what works and what does not ● Evaluate and make judgments about a work of media arts

Suggested Learning Plan
● Warm Up (5 minutes) ● Introduction/ Class discussion (10 minutes) ● Guided Practice/Independent Practice (25 minutes) ● Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
  ● Checklists- Observation
  ● Exit tickets
  ● Think Pair Share
  ● Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- Varied Picture Books -*What do you with and Idea*, by Kobi Yamada -*Bot +Bot* by Ame Dyckman -*Media Arts*, School Arts Collections, Davis

	Various teacher-created resources including slides, handouts and reference materials.

<table>
<tr><td colspan="2" align="center">Social and Emotional Learning
Enduring Understanding and Questions from <u>NJ SEL Arts</u></td></tr>
<tr><td>SEL Competency and SEL Sub-Competency</td><td>Enduring Understanding/ Essential Questions</td></tr>
<tr><td>Self-Awareness
• Recognize one's feelings and thoughts</td><td>EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings.
EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?</td></tr>
<tr><td>Self-Management
• Recognize the skills needed to establish and achieve personal and educational goals</td><td>EU: Analyzing, interpreting and evaluating artistic works/process develops the ability to better identify,
understand, and apply essential skills needed to achieve one's goals.
EQ: How does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?</td></tr>
<tr><td>Social Awareness
• Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds</td><td>EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural
differences among individuals and groups are recognized and acknowledged.
EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?</td></tr>
<tr><td>Responsible Decision-Making
• Develop, implement and model effective problem solving and critical thinking skills</td><td>EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work.
EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?</td></tr>
</table>

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	• 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Technology Literacy

Core Idea	Performance Expectation
Digital tools have a purpose.	• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation

● Impacts of Computing ● Computing technology has positively and ● negatively changed the way individuals live ● and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Networks and the Internet ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	**Writing** W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…).
Mathematics	**K.CC.A.1-**Count to 100 by ones and by tens.
Technology	**Core Idea** Interaction of Technology and Humans

	Technology has changed the way people live and work. **Performance Expectation** 8.2.2.ITH.3: Identify how technology impacts or improves life.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	**Writing** W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
Mathematics	**Operations and Algebraic Thinking** 1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation**

	1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
2nd grade	
English Language Arts	**Writing** W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
Math	**Operations and Algebraic Thinking** 2.OA.1-Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and

	equations with a symbol for the unknown number to represent the problem
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction **G&T Enrichment**	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering

- Higher level materials for differentiation - Choice of product - Opened ended tasks - Promotion of creative and critical thinking	questions **Students with IEPs/504** - Review student individual educational plan and/or 504 plan - Establish procedures for accommodation and modifications for assessments as per IEP/504 - Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8IvHrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts
Media Arts Standards by the End of Grade 2
Artistic Process-Connecting
Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:
● 1.2.2.Cn10a: Use personal experiences, interests, information and models in creating

media artworks.
● 1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.

Enduring Understandings	Essential QuestionsT
Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.	- How does engaging in creating media artworks enrich people's lives? - How does making media artworks attune people to their surroundings? - How do media artworks contribute to an awareness and understanding of our lives and communities?
Learners will know…	**Learners will be able to….**
Media artworks can use personal experiences, interests, information and models to bring awareness of culture and experiences.	Create, share and discuss media artworks to bring awareness to our lives and community.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
● 1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.
● 1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.

Enduring Understandings	Essential Questions
Understanding connections to varied contexts and daily life enhances a media artist's work.	- How does art help us understand the lives of people of different times, places, and cultures? - How is art used to impact the views of a society? - How does art mirror aspects of life? - How do the other arts, disciplines, contexts, and daily life inform the

	creation, performance and response to media arts?
Learners will know…	**Learners will be able to….**
● The safety procedures for wook with media arts tools. Media artwork can incorporate various contexts.	● Use media arts tools safely. Create media artwork that incorporates various contexts.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other

• 2020 New Jersey Student Learning Standards- Visual and Performing Arts • Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- [NJ SEL Arts-Create](#) [Why Media Art Education Matters](#) [Media Arts- Davis Arts](#) [Media Arts- Davis Arts](#) [Media Arts Toolkit- PBS Learning](#) [Media Arts- Digital Artists- The Art of Education](#) **Books-** Including but not limited to- Varied Picture Books -*What do you with and Idea*, by Kobi Yamada -*Bot +Bot* by Ame Dyckman -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness • Recognize the impact of one's feelings and thoughts on one's own behavior	EU: The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works. EQ: How does one's feelings and thoughts connect to artistic works?
Self-Management • Identify and apply ways to persevere or overcome barriers	EU: Through engagement in the artistic process artists develop strategies for managing one's emotions,

through alternative methods to achieve one's goals	thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Artists create diverse & different artistic expressions synthesizing knowledge (personal, societal, cultural, and historic). EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among Individuals?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU: Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose. EQ: How does connecting to the arts develop positive communication and social skills?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	• 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Critical Thinking and Problem-solving	
Core Ideas:	Performance Expectations:

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
Different types of jobs require different knowledge and skills	9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	**Performance Expectations:**
Brainstorming can create new, innovative ideas	• 9.4.2.CI.2: Demonstrate originality and inventiveness in work.

Technology Literacy	
Core Idea	**Performance Expectation**
Digital tools have a purpose.	• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1)
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	• 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
● Impacts of Computing ● Computing technology has positively and ● negatively changed the way individuals live ● and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

Computing Systems ● Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Networks and the Internet ● Computer networks can be used to connect individuals to other individuals, places, information, and ideas. The Internet enables individuals to connect with others worldwide	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks
Engineering Design ● Engineering design is a creative process for meeting human needs or wants that can result in multiple solutions	8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	**Writing** W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
Mathematics	**K.CC.A.1-**Count to 100 by ones and by tens.
Technology	**Core Idea** Interaction of Technology and Humans Technology has changed the way people live and work. **Performance Expectation** 8.2.2.ITH.3: Identify how technology impacts or improves life.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas

	Performance Expectation 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
1st grade	
English Language Arts	**Writing** W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information
Mathematics	**Operations and Algebraic Thinking** 1.OA.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and

	ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
2nd grade	
English Language Arts	**Writing** W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
Math	**Operations and Algebraic Thinking** 2.OA.1-Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem
Visual Art	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectations:** ● 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from

	imaginative play to brainstorming, to solve art and design problems.
Music	**Anchor Standard 1:** Generating and conceptualizing ideas **Performance Expectation** 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
Technology	**Nature of Technology** **Core Idea** Innovation and the improvement of existing technology involves creative thinking **Performance Expectations** • 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling ● Differentiated Instruction **G&T Enrichment** ● Higher level materials for differentiation ● Choice of product ● Opened ended tasks ● Promotion of creative and critical thinking	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction ● Sentence frames for written questions ● Reword directions and allow verbal clarification before answering questions **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical

	needs of the students as per IEP/504
Pacing Guide	
[ttps://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8IvHrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub](https://docs.google.com/document/d/e/2PACX-1vS_w9VMViAXJ159Aw9ifD6_l8IvHrc7xrpUdVevjNpjaJAXX_gsrtwL0gvq3JV15aueM0qwCfz8LTR/pub)	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Conceive

Performance Expectations:
● 1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.
● 1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.
● 1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.
● 1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.
● 1.2.5.Cr1e: Model ideas and plans in an effective direction.
● 1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.

Enduring Understandings	Essential Questions
● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged?
Learners will know…	**Learners will be able to….**
● A variety of tools, methods and materials can be used to create media artwork ● Media artwork can use individual and collaborative goals, while connecting media artwork to personal experiences.	● Use a variety of tools, methods and materials to create media artwork ● Use personal experiences as inspiration for media artwork working individually and/or collaboratively.

Anchor Standard 2: Organizing and developing ideas.

Practice: Develop

Performance Expectations:
- 1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.
- 1.2.5.Cr2b: Model ideas, plan in an effective direction.
- 1.2.5.Cr2c: Brainstorm goals and plans for a media art audience

Enduring Understandings	Essential Questions
● Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	● How do media artists work? ● How do media artists and designers determine whether a particular direction in their work would be effective? ● How do media artists learn from trial and error?

Learners will know…	Learners will be able to….
● Media artworks can/ should start with a plan and/or model to plan for effective media art	● Forms ideas, create plans and models in preparation for media artwork

Anchor Standard 3: Refining and completing products.

Practice: Construct

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

Enduring Understandings	Essential Questions
● The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.	● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? ● How do media artists improve/refine their work?

Learners will know…	Learners will be able to….

- Various methods/ techniques to create a media artwork. - The principles of art. - The elements of art	- Use and apply various methods and techniques to create media artwork. - Incorporate, use and identify the principles of art. - Incorporate, use and identify elements of art.

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other

● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.

	EQ: How do different strategies for managing one's emotions affect the creative process?
Social Awareness ● Recognize and identify the thoughts, feelings and perspectives of others	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU: Artists conceptualize and generate ideas and works in relationship with others. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of decisions made during the creative process. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Civic Financial Responsibility

Core Ideas:	**Performance Expectations:**
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	**Performance Expectations:**

An individual's passions, aptitude and skills can affect his/her employment and earning potential.	• 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

Digital Citizenship

Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy	
Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Technology (Computer Science and Design Thinking)	
Core Idea	Performance Expectation
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	**Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
4th grade	
English Language Arts	**Writing** W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	**Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:**

	1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts
Media Arts Standards by the End of Grade 5
Artistic Process-Producing
Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Practice

Performance Expectations:
● 1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.
● 1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
● 1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.

Enduring Understandings	Essential Questions
Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	● How are complex media arts experiences constructed? ● At what point is a work considered "complete"?

Learners will know…	Learners will be able to….
● Ways to create/ explain media arts experiences ● Identifies for when a work of art is complete ● Media arts can be combined with other disciplines	● Create/ explain media arts experiences ● Determined when a work of media arts are complete ● Combine various academics, media form and content to create a work of media arts

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Integrate

Performance Expectations:
● 1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.

● 1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions. ● 1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.	
Enduring Understandings	**Essential Questions**
Media artists require a range of skills and abilities to creatively solve problems.	● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques?
Learners will know…	**Learners will be able to….**
● Media artists use creativity and innovation along with other skills to solve and create media arts productions ● Media artists use a variety of tools and techniques to create media works of art	● Utilize creativity and innovation in media arts productions ● Use a variety of tools and techniques to create media works of art
Anchor Standard 6: Conveying meaning through art. **Practice:** Present **Performance Expectations:** ● 1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork. ● 1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.	
Enduring Understandings	**Essential Questions**
Media artists present, share and distribute media artworks through various social, cultural and political contexts.	● How does time, place, audience, and context affect presenting or performing choices for media artworks? ● How can presenting or sharing media artworks in a public format help a media artist learn and grow?

	● Why do various venues exist for presenting, sharing or distributing media artworks?
Learners will know…	**Learners will be able to….**
● Media artists present their work of media arts in a public format	● Present works of media arts in a public format ● Take into consideration time, place, audience and context for presting media artworks

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources	
District	**Other**
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's personal traits, strengths and limitations	EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation /production. EQ: How do varying degrees of self-confidence affect the performance /presentation/production of artistic works?

Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/ presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?
Relationship Skills ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	EU: The performance /presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance /presentation/production of artistic works?
Responsible Decision-Making ● Identify the consequences associated with one's actions in order to make constructive choices	EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do choices made in the process of preparing and presenting /performing /producing artistic works affect the intended impact on the audience?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5   Civic Financial Responsibility

Core Ideas:	Performance Expectations:
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	• 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4 Life Literacies and Key Skills by the End of Grade 5 Creativity and Innovation	
Core Ideas:	**Performance Expectations:**
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)
Digital Citizenship	
Core Ideas:	**Performance Expectations:**
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
Technology Literacy	
Core Idea	**Performance Expectation**

Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.
Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	**Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:**

	1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
4th grade	
English Language Arts	**Writing** W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	**Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

Accommodations and Modifications	

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504

● Promotion of creative and critical thinking	● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

<table>
<tr><td colspan="2" align="center">Pacing Guide</td></tr>
<tr><td colspan="2" align="center">https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNA
AjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub</td></tr>
</table>

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 5

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Perceive

Performance Expectations:
● 1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.
● 1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.

Enduring Understandings	Essential Questions
● An artist's appreciation of media artworks is influenced by their	● How do we analyze and react to media artworks?

interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	● How do media artworks function to convey meaning and influence audience experience?

Learners will know…	**Learners will be able to….**
● The steps to analyze a work of media art ● The identifying qualities including styles, methods and techniques of media arts ● Media arts can be used to address global issues, such as climate change	● Analyze a work of media art ● Describe/ explain media artwork's various styles, methods and techniques ● Relate to climate change

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.

Enduring Understandings	**Essential Questions**
● Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent.	● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?

Learners will know…	**Learners will be able to….**
● Media artwork can be interpreted using personal experience ● Analysis of a media artwork can be shared ● Visual literacy skills can be used to read a work of media art like visual art and reading a text	● Interpest a media artwork while making personal and cultural connections. ● React to a work of media art, sharing how it was interpreted. ● Use visual literacy skills to read a work of media art

● Art vocabulary such as the elements and principles of art can be used when viewing and creating works of media art	● Utilize art vocabulary when creating a viewing media artwork

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Evaluate

Performance Expectations:
1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.

Enduring Understandings	Essential Questions
● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation?
Learners will know…	**Learners will be able to….**
● Media artwork can be evaluated and critiqued using critique methods ● Artwork can be improved through evaluation/ critique	● Evaluate a work of media art ● Use evaluation criteria to evaluate a media artwork, making suggestions for improvement

Suggested Learning Plan
● Warm Up (5 minutes)   ● Introduction/ Class discussion (10 minutes)   ● Guided Practice/Independent Practice (25 minutes)   ● Closure/Check for Understanding (3 minutes)
Assessment Evidence
Formative Assessments-   (Ongoing assessments during the learning period) including but not limited to-   ● Checklists- Observation   ● Exit tickets   ● Think Pair Share   ● Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EU: Awareness of ones' thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works? How can responding to artistic works inform one's awareness of their thoughts and feelings? EQ: Why is it important to have self-confidence when responding to artistic works?
Social Awareness ● Demonstrate an awareness of the expectations for social interactions in a variety of setting	EU: Considering the artists' intent heightens awareness to social interactions in a variety of settings. EQ: How do the differences among individuals, groups and others' cultural background influence one's response to artistic works?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 5 Civic Financial Responsibility	
Core Ideas:	**Performance Expectations:**

You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	• 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

Digital Citizenship

Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy	
Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	**Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
4th grade	

English Language Arts	**Writing** W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	**Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology	Core Idea Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

Accommodations and Modifications	

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504

• Opened ended tasks • Promotion of creative and critical thinking	• Review student individual educational plan and/or 504 plan • Establish procedures for accommodation and modifications for assessments as per IEP/504 • Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

[https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNA AjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub](https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNAAjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub)

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts
Media Arts Standards by the End of Grade 5
Artistic Process-CONNECTING
Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:
● 1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.
● 1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

Enduring Understandings	Essential Questions
Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.	- How does engaging in creating media artworks enrich people's lives? - How does making media artworks attune people to their surroundings? - How do media artworks contribute to an awareness and understanding of our lives and communities?
Learners will know…	**Learners will be able to….**
Media artworks can contribute to an awareness of culture and experiences.	Use media artworks to enrich others lives

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
● 1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).

● 1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.

Enduring Understandings	Essential Questions
● Understanding connections to varied contexts and daily life enhances a media artist's work.	● How does art help us understand the lives of people of different times, places, and cultures? ● How is art used to impact the views of a society? ● How does art mirror aspects of life? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?
Learners will know…	**Learners will be able to….**
● Various historical and cultural works of media arts	● Relate to various works of media art ● View historical and cultural works of media arts

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-

Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
- 2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions

Self-Awareness ● Recognize the importance of self-confidence in handling daily tasks and challenges	EU: An artist's confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in an artistic work. EQ: How does handling daily artistic tasks build self-awareness?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Life experiences provide artists with a variety of perspectives to express and become aware of the differences among individuals, groups and other's cultural backgrounds. EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5 Civic Financial Responsibility

Core Ideas:	**Performance Expectations:**
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning

Core Ideas:	**Performance Expectations:**

An individual's passions, aptitude and skills can affect his/her employment and earning potential.	• 9.2.5.CAP.2: Identify how you might like to earn an income. • 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Creativity and Innovation

Core Ideas:	Performance Expectations:
Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a)

Digital Citizenship

Core Ideas:	Performance Expectations:
Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source	• 9.4.5.DC.1: Explain the need for and use of copyrights. • 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.

Technology Literacy	
Core Idea	**Performance Expectation**
Collaborating digitally as a team can often develop a better artifact than an individual working alone.	Collaborating digitally as a team can often develop a better artifact than an individual working alone.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**

Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.	8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

| **Interdisciplinary Connections/Cross Curricular Opportunities** ||

3rd grade	
English Language Arts	**Writing** W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
4th grade	
English Language Arts	**Writing** W.RW.4.7. Write routinely over extended time frames (with time for research and revision)

	and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.
5th grade	
English Language Arts	**Writing** W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Technology	**Core Idea** Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. **Performance Expectation** 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible

	solutions to provide the best results with supporting sketches or models.
Music	**Performance Expectations:** 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context
Visual Art	**Performance Expectations:** 1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

<table>
<tr><th colspan="2" style="text-align:center">Accommodations and Modifications</th></tr>
<tr><td>

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

</td><td>

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per

</td></tr>
</table>

	IEP/504
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vSHCawW0zhaYoKOV2foJKkUNAjAzXM3bSTLILmqb9hbrEngaUqgyp-MLHOxlBWhBwdkKjC_FUbN4AT/pub	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 8

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Conceive

Performance Expectations:
● 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.

Enduring Understandings	Essential Questions
● Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.	● How do media artists generate ideas and formulate artistic intent? ● How does collaboration expand and affect the creative process? ● How can creative risks be encouraged?
Learners will know…	**Learners will be able to….**
● Imagination and creative thinking can be used to come up with ideas, goals and solutions for media artwork ● Sketching, brainstorming a prototyping and improvising are parts of the creative process for media arts ● Critiques helps to improve media artworks	● Come up with ideas, goals and solutions for media artwork ● Use sketching, brainstorming, prototyping, and improvising when creating media artwork ● Create, organize and design ideas for media artwork ● Use critique methods for plans, prototypes and production

Anchor Standard 2: Organizing and developing ideas.

Practice: Develop

Performance Expectations:
● 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.

Enduring Understandings	Essential Questions
● Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning.	● How do media artists work? ● How do media artists and designers determine whether a particular direction in their work would be effective? ● How do media artists learn from trial and error?

Learners will know…	Learners will be able to….
● The elements and principles of art, music skills, and technology skills can be used in media arts productions ● Plans and ideas can be critiqued during the production process ● Media artists and their roles/ jobs	● Use design process along with music and technology skills to create media art productions ● Analyze and learn about professional media artists ● Critique plans and ideas during the production process ● Discuss media artists' roles/ jobs

Anchor Standard 3: Refining and completing products.

Practice: Construct

Performance Expectations:
● 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.

Enduring Understandings	Essential Questions
● The forming, integration and refinement of aesthetic components, principles and processes creates	● How can an artist construct a media artwork that conveys purpose, meaning and artistic quality?

purpose, meaning and artistic quality in media artworks.	● How do media artists improve/refine their work?
Learners will know…	**Learners will be able to….**
● Multimedia artworks convey meaning ● Works of multimedia art can be improved, refined and revised throughout the process	● Integrate other content areas into media artworks ● Create media artworks that communication a meaning ● Improve and refine media artwork throughout the process

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- Sample Student Media work NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

LGBTQ+, Inclusion/ Disabilities
LGBTQ+ and Inclusion/Disabilities   - Celebrating Pride Month in Tech   - The Art of Education   - Digital Artists   **Famous People with Disabilities**   **LGBTQ+ Jazz Musicians**   10 inspiring LGBTQ+ tech leaders   - Garden State Equality Education Resources   - Re-Thinking Disability in Tech

Social and Emotional Learning Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EQ:How do different strategies for managing one's emotions affect the creative process?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8

Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8 Creativity and Innovation	
Core Ideas:	**Performance Expectations:**
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship	
Core Ideas:	**Performance Expectations:**
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys

Technology Literacy	
Core Idea	**Performance Expectation**
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**

Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs

Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	**Writing** W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
7th grade	
English Language Arts	**Writing** W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
8th grade	

English Language Arts	**Writing** W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences
Technology	**Core Idea** Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs. **Performance Expectation** 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
Visual Art	**Performance Expectations:** 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process

Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and manipulatives ● Modeling	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made available ● Small group instruction

● Differentiated Instruction
 	
G&T Enrichment
  ● Higher level materials for differentiation
  ● Choice of product
  ● Opened ended tasks
  ● Promotion of creative and critical thinking
	● Sentence frames for written questions
	● Reword directions and allow verbal clarification before answering questions
	
	Students with IEPs/504
	  ● Review student individual educational plan and/or 504 plan
	  ● Establish procedures for accommodation and modifications for assessments as per IEP/504
	  ● Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTJ_p5Iy-OYz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Artistic Process-Producing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing and interpreting work.

Practice: Practice

Performance Expectations:
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 theater).

Enduring Understandings	Essential Questions
● Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.	● How are complex media arts experiences constructed? ● At what point is a work considered "complete"?
Learners will know…	**Learners will be able to….**
● There a multiple forms to create media arto work such as film, photography, video, audio, computer/digital art, and interactive media.	● Use, be exposed to, implement, and experiment with multiple forms to create media art ● Create a unified artwork using multiple media contents ● Determine when works of media art are complete

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Integrate

Performance Expectations:
● 1.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self-initiative, 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.

Enduring Understandings	Essential Questions
● Media artists require a range of skills and abilities to creatively solve problems.	● How are creativity and innovation developed within and through media arts productions? ● How do media artists use various tools and techniques?

Learners will know…	Learners will be able to….
● There are a number of skill sets needed to create film, photography, video, audio, computer/digital art, and interactive media. ● Creativity and innovation are uses in media arts productions ● Tools and materials have safety procedures to be used appropriately	● Create works of media art using film, photography, video, audio, computer/digital art, and interactive media. ● Use creativity and innovation in media arts productions ● Use various tools and techniques safely and appropriately

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:
● 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
● 1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.

Enduring Understandings	Essential Questions
● Media artists present, share and distribute media artworks through various social, cultural and political contexts.	● How do time, place, audience, and context affect presenting or performing choices for media artworks?

	● How can presenting or sharing media artworks in a public format help a media artist learn and grow? ● Why do various venues exist for presenting, sharing or distributing media artworks?
Learners will know....	**Learners will be able to....**
● Analysis skills when analyzing various presentation formats of media artworks ● Benefits of presenting media artworks	● Present, analyze and design various presentation formats of media artworks ● Present media artwork to others

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work

- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- Sample Student Media work NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

LGBTQ+, Inclusion/ Disabilities

LGBTQ+ and Inclusion/Disabilities
- Celebrating Pride Month in Tech
- The Art of Education
- Digital Artists
- **Famous People with Disabilities**
- **LGBTQ+ Jazz Musicians**
- 10 inspiring LGBTQ+ tech leaders
- Garden State Equality Education Resources
- Re-Thinking Disability in Tech

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self Awareness Recognize the impact of one's feelings and thoughts on one's own behavior	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?
Self Management Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Responsible Decision-Making Develop, implement and model effective problem solving and critical thinking skills	EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/ production?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 8 Civic Financial Responsibility	
Core Ideas:	**Performance Expectations:**

Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys

Technology Literacy

Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	**Writing** W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies

	that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

7th grade	
English Language Arts	**Writing** W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.

8th grade	
English Language Arts	**Writing** W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences
Technology	**Core Idea** Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs. **Performance Expectation** 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
Visual Art	**Performance Expectations:** 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process
Accommodations and Modifications	
At Risk/Struggling Learners ● Spiral Learning ● Pre-teach and reteach concepts/ skills ● Visual Models ● Restating and Re phrasing Directions ● Small group instruction ● Use of adaptive tools and	**ELL** ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Cards and anchor charts made

manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTJ_p5Iy-OYz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts
Media Arts Standards by the End of Grade 8
Artistic Process-Responding
Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products

Practice: Perceive

Performance Expectations:
● 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.

Enduring Understandings	**Essential Questions**
● An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.	● How do we analyze and react to media artworks? ● How do media artworks function to convey meaning and influence audience experience?
Learners will know…	**Learners will be able to….**
● The steps to analyze a media artwork ● When comparing, contrastic and analyzing various media artwork to perceive it's audience experience	● Analyze and react to media artwork ● Perceive meaning of media artworks function

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
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

Enduring Understandings	Essential Questions
● Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.	● How do people relate to and interpret media artworks? ● How can the viewer "read" a work of art as text? ● How does knowing and using arts vocabulary help us understand and interpret works of art?
Learners will know…	**Learners will be able to….**
● Art analysis skills ● Visual literacy strategies for analyzing a work of media art ● Specific vocabulary related to the media arts discipline	● Analyze a variety of media art ● Use visual literacy strategies when analyzing ● Utilize and explain arts vocabulary when creating and viewing work

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Evaluate

Performance Expectations:
1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.

Enduring Understandings	Essential Questions
● Evaluation and critique are vital components of experiencing, appreciating and producing media artworks.	● How and why do we value and judge media artworks? ● When and how should we evaluate and critique media artworks to improve them? ● How is a personal preference different from an evaluation?
Learners will know…	**Learners will be able to….**
● Methods of creating effective goals throughout the creative process ● Strategies to evaluate their own and peer work ● Critique methodologies ● The role of personal preference when viewing work versus evaluation	● Throughout the creative process evaluate their works of media art, creating artistic goals throughout ● Evaluate their own and peer work ● Use critique methodologies on master and personal work ● Understand the difference between personal preference and evaluations

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Online Resources-** Including but not limited to- Seesaw Youtube Online web pages- Sample Student Media work NJ SEL Arts-Create

	[Why Media Art Education Matters](#) [Media Arts- Davis Arts](#) [Media Arts- Davis Arts](#) [Media Arts Toolkit- PBS Learning](#) [Media Arts- Digital Artists- The Art of Education](#) **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

LGBTQ+, Inclusion/ Disabilities

LGBTQ+ and Inclusion/Disabilities
- [Celebrating Pride Month in Tech](#)
- [The Art of Education](#)
- [Digital Artists](#)
- [**Famous People with Disabilities**](#)
- [**LGBTQ+ Jazz Musicians**](#)
- [10 inspiring LGBTQ+ tech leaders](#)
- [Garden State Equality](#) Education Resources
- [Re-Thinking Disability in Tech](#)

Social and Emotional Learning
Enduring Understanding and Questions from [NJ SEL Arts](#)

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness Recognize one's personal traits, strengths and limitations	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
• **Social Awareness** • Demonstrate an awareness of the	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings,

differences among individuals, groups and others' cultural backgrounds	perspectives, and cultural differences among individuals and groups are recognized and acknowledged. EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?
● **Responsible Decision-Making** ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas • 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys

Technology Literacy

Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

English Language Arts	**Writing** W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
7th grade	
English Language Arts	**Writing** W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:**

	1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
8th grade	
English Language Arts	**Writing** W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences
Technology	**Core Idea** Computing Systems

	Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs. **Performance Expectation** 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
Visual Art	**Performance Expectations:** 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Media Arts Standards by the End of Grade 8

Artistic Process-Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Practice: Synthesize

Performance Expectations:
● 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.

Enduring Understandings	**Essential Questions**
● Through creating media artworks, people make meaning by investigating and developing an	● How does engaging in creating media artworks enrich people's lives?

awareness of culture and experiences.	● How does making media artworks attune people to their surroundings? ● How do media artworks contribute to an awareness and understanding of our lives and communities?

Learners will know….	**Learners will be able to….**
● Historical and cultural influences of of media arts	● Describe and identify key components of media arts history and cultural influences

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
● 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).

Enduring Understandings	**Essential Questions**
● Understanding connections to varied contexts and daily life enhances a media artist's work.	● How does art help us understand the lives of people of different times, places, and cultures? ● How is art used to impact the views of a society? ● How does art mirror aspects of life? ● How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

Learners will know…	**Learners will be able to….**
● The role fair use, copyright, ethics and media literacy plays in media literacy ● Media arts history	● Use fair use, copyright, ethics and media literacy when creating media works

	● Identify and explain key elements of media arts history ● Connect media arts to other arts, disciplines and contexts

Suggested Learning Plan

- Warm Up (5 minutes)
- Introduction/ Class discussion (10 minutes)
- Guided Practice/Independent Practice (25 minutes)
- Closure/Check for Understanding (3 minutes)

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
- Checklists- Observation
- Exit tickets
- Think Pair Share
- Progress reflections

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Project specific rubrics
- Reflections
- Small quizzes

Alternative Assessments-
Including but not limited to-
- Portfolios

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Completed work
- Selecting work for display
- Project challenges

Instructional/Learning Resources

District	Other
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts	**Online Resources-** Including but not limited to- Seesaw

● Think and Do Workbook for Arts Integration, NJPSA	Youtube Online web pages- Sample Student Media work NJ SEL Arts-Create Why Media Art Education Matters Media Arts- Davis Arts Media Arts- Davis Arts Media Arts Toolkit- PBS Learning Media Arts- Digital Artists- The Art of Education **Books-** Including but not limited to- -Varied Picture Books -*Media Arts*, School Arts Collections, Davis Various teacher-created resources including slides, handouts and reference materials.

LGBTQ+, Inclusion/ Disabilities

LGBTQ+ and Inclusion/Disabilities
- Celebrating Pride Month in Tech
- The Art of Education
- Digital Artists
- **Famous People with Disabilities**
- **LGBTQ+ Jazz Musicians**
- 10 inspiring LGBTQ+ tech leaders
- Garden State Equality Education Resources
- Re-Thinking Disability in Tech

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions

Self-Awareness Recognize the importance of self-confidence in handling daily tasks and challenges	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?
Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints diffe	EU: Engagement in the arts provides opportunity to develop mutual respect for differing viewpoints (personal, cultural, societal and historical). EQ: How does engaging in the arts provide opportunities to demonstrate an understanding of the need for mutual respect when viewpoints differ?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Civic Financial Responsibility

Core Ideas:	Performance Expectations:
Individuals can use their talents, resources, and abilities to give back.	9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and	• 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas

information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	• 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital communities are used by individuals to share information, organize, and engage around issues and topics of interest.	9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys

Technology Literacy

Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Impacts of Computing Advancements in computing technology can change individuals' behaviors	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs.	8.1.8.CS.3: Justify design decisions and explain potential system trade-offs

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade	
English Language Arts	**Writing**

	W.AW.6.1. Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
7th grade	
English Language Arts	**Writing** W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:**

	1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
Technology	**Core Idea** Impacts of Computing Advancements in computing technology can change individuals' behaviors **Performance Expectation** 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
Visual Art	**Performance Expectations:** 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
8th grade	
English Language Arts	**Writing** W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
Music	**Performance Expectations:** 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to

	document personal rhythmic phrases, melodic phrases and harmonic sequences
Technology	**Core Idea** Computing Systems Software and hardware determine a computing system's capability to store and process information. The design or selection of a computing system involves multiple considerations and potential trade-offs. **Performance Expectation** 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs
Visual Art	**Performance Expectations:** 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process

Accommodations and Modifications

At Risk/Struggling Learners
- Spiral Learning
- Pre-teach and reteach concepts/ skills
- Visual Models
- Restating and Re phrasing Directions
- Small group instruction
- Use of adaptive tools and manipulatives
- Modeling
- Differentiated Instruction

G&T Enrichment
- Higher level materials for differentiation
- Choice of product
- Opened ended tasks
- Promotion of creative and critical thinking

ELL
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Cards and anchor charts made available
- Small group instruction
- Sentence frames for written questions
- Reword directions and allow verbal clarification before answering questions

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504

	● Modify classroom environment to support academic and physical needs of the students as per IEP/504
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vRX4NBN0l121Nna_eVnQV9K7lrfx5uTJ_p5Iy-OYz5m5WXNA9rMweaPsZpHw5jx004GtTILzWEMHo04/pub	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 2

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas.

Practice: Explore

Performance Expectations:

● 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery,objects) and suggest additional sources for movement ideas.
● 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem

Enduring Understandings	Essential Questions
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression	● Where do choreographers get ideas for dances?
Learners will know…	**Learners will be able to….**
● The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance. ● The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	● Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway. ● Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

Anchor Standard 2: Organizing and developing ideas.

Practice: Plan

Performance Expectations:
● 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
● 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally

Enduring Understandings	Essential Questions
The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	● What influences choice-making in creating choreography
Learners will know…	**Learners will be able to….**
● Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.	● Identify the elements of dance in planned and improvised dance sequences.

Anchor Standard 3: Refining and completing products

Practice: Revise

Performance Expectations:
● 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
● 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc

Enduring Understandings	Essential Questions
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
Learners will know…	**Learners will be able to….**

● Original movement is generated through improvisational skills and techniques. ● Choreography can be refined ● The dance experience can be documented	● Use improvisation to discover new movement to fulfill the intent of the choreography. ● Choreography can be refined to make changes ● Document a dance experience

Suggested Learning Plan

5 minute stretches, warm-up/get changed

5-8 minutes of class discussion, go over what we will accomplish for the day

5 minute mini lesson on activity/skill

20 minutes for main activity for the day

5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-
Including but not limited to-
- Project specific rubrics

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources	
District	**Other**
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** ***Hip Hop Lollipop* by Susan Montanari** ***This Is It* by Daria Peoples-Riley** Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Tallchief: America's Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina's Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-
- Misty Copeland

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
● **Self Awareness**-Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
● **Self Management -**Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists recognize the skills needed to generate, refine and complete creative ideas in order to achieve their goals. EQ: How do artists balance what is known with what is discovered during the creative process?
● **Social Awareness**-Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
● **Responsible Decision Making**-Develop, implement and model effective problem solving and critical thinking skills	EU: Artists rely upon problem solving, critical thinking, and personal perspective when making creative choices. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning

Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills Creativity and Innovation	
Core Ideas:	**Performance Expectations:**
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
Information and Media Literacy	
Core Ideas:	**Performance Expectations:**
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource
Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	**Reading Literature** RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Mathematics	K.OA.A.2-Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
1st grade	
English Language Arts	**Reading** RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
Mathematics	1.OA.A.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Social Studies	History, Culture, and Perspectives: Continuity and Change Historical timelines put events in chronological order to help people understand the past 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
2nd grade	
English Language Arts	**Reading** RL.CI.2.2. Recount a text in oral and written form and determine central message (in

	literary texts, e.g. fables and folktales from diverse cultures) .
Mathematics	2.OA.B.2- With accuracy and efficiency, add and subtract within 20 using mental strategies.[1] By end of Grade 2, know from memory all sums of two one-digit numbers.
Social Studies	History, Culture, and Perspectives: Understanding Perspectives Core Idea- Two or more individuals can have a different understanding of the same event. 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Science	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
Accommodations and Modifications	

At Risk/Struggling Learners ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment **G&T Enrichment**	**ELL** ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Highlight key vocabulary **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan

---

[1] See standard 1.OA.C.6 for a list of mental strategies

● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography.	● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum. ● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTmf4-xzByTvY8P8OLtLquNA6Cm_KNHhSG5yLeSNtXRcESa-ulJn9i3tPbcHuBHWglYGI5s_CawuHRd/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Artistic Process-Performing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Express

Performance Expectations:
● 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
● 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
● 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

Enduring Understandings	Essential Questions
● Space, time and energy are basic elements of dance.	● How do dancers work with space, time and energy to communicate artistic expression?

Learners will know…	Learners will be able to….
● There are elements of dance. ● The integrity of choreographed sequences is maintained by personal and group spatial relationships.	● Explain and use the elements of dance including, space, time and energy. ● Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

Practice: Embody, Execute

Performance Expectations:
● 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
● 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
● 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
● 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
● 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Enduring Understandings	Essential Questions
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	● How is the body used as an instrument for technical and artistic expression?
Learners will know…	**Learners will be able to….**
● Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances	● Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:

● 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
● 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

● 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.
● 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

Enduring Understandings	Essential Questions
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.	- What must a dancer do to prepare the mind and body for artistic expression? - How does a dancer heighten artistry in a public performance?
Learners will know…	**Learners will be able to….**
- Visualization, motor imagery and breath can enhance body movements - Use sequence - The audience and the performer space - Dance performances can use production elements	- Use visualizations, motor imagery and breath in movements - Recall sequence - Dance with others in a performance space - Production elements included hand props, scenery, media projections that can be used in dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-
Including but not limited to-
- Project specific rubrics

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources	
District	**Other**
• 2020 New Jersey Student Learning Standards- Visual and Performing Arts • Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Hip Hop Lollipop* **by Susan Montanari** *This Is It* **by Daria Peoples-Riley** Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Tallchief: America's Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina's Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-
- Misty Copeland

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's personal traits, strengths and limitations	EU: An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience.

	EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU:The performance / presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance / presentation/production of artistic works?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Information and Media Literacy

Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Technology Literacy

Core Idea	Performance Expectation
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.
Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	**Reading Literature** RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Mathematics	K.OA.A.2-Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
1st grade	
English Language Arts	**Reading** RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
Mathematics	1.OA.A.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting

	together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Social Studies	History, Culture, and Perspectives: Continuity and Change Historical timelines put events in chronological order to help people understand the past 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
2nd grade	
English Language Arts	**Reading** RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
Mathematics	2.OA.B.2- With accuracy and efficiency, add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.
Social Studies	History, Culture, and Perspectives: Understanding Perspectives Core Idea- Two or more individuals can have a different understanding of the same event. 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.

---

[2] See standard 1.OA.C.6 for a list of mental strategies

Science	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Accommodations and Modifications

At Risk/Struggling Learners
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

ELL
- This particular content has limited language barriers due to the physical nature of the curriculum.
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance standards by the End of Grade 2

Artistic Process-RESPONDING

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Analyze

Performance Expectations:
● 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
● 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

Enduring Understandings	Essential Questions
Dance is perceived and analyzed to comprehend its meaning.	● How is a dance understood?
Learners will know…	**Learners will be able to….**
● There a different genres of dance as well as cultural influences	● Explain how dance is understood

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

Enduring Understandings	Essential Questions

Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	● How is dance interpreted?

Learners will know…	Learners will be able to….
● There are distinct differences between pedestrian movements and formal training in dance.	● Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Critique

Performance Expectations:
1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

Enduring Understandings	Essential Questions
● Criteria for evaluating dance vary across genres, styles and cultures.	● What criteria are used to evaluate dance?

Learners will know…	Learners will be able to….
● Dances can be critiqued and evaluated.	● Use dance terminology to evaluate a dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-
- Exit Slips

- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-
Including but not limited to-
- Project specific rubrics

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-
- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Hip Hop Lollipop* **by Susan Montanari** *This Is It* **by Daria Peoples-Riley** Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to-

	PE Central
	Seesaw
	Youtube

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Tallchief: America's Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina's Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-
- Misty Copeland

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's feelings and thoughts	EU: The perception, analysis, and interpretation of artistic works uniquely influence one's thoughts and feelings. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Analyzing, interpreting and evaluating artistic works/process develops the ability to better identify, understand, and apply essential skills needed to achieve one's goals. EQ: How does a practice of responding to artistic works hone skills that are also needed to achieve one's goals?

Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. EQ: How does awareness of thoughts, feelings, perspectives, and cultural differences influence the way one responds to artistic works and invoke consideration about artistic impact?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training Career Awareness and Planning

Core Ideas:	**Performance Expectations:**
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills Creativity and Innovation

Core Ideas:	**Performance Expectations:**
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Information and Media Literacy

Core Ideas:	**Performance Expectations:**
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Impacts of Computing Computing technology has positively and negatively changed the way individuals live and work (e.g., entertainment, communication, productivity tools)	8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	**Reading Literature** RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Mathematics	K.OA.A.2-Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
1st grade	
English Language Arts	**Reading**

	RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
Mathematics	1.OA.A.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Social Studies	History, Culture, and Perspectives: Continuity and Change Historical timelines put events in chronological order to help people understand the past 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history
2nd grade	
English Language Arts	**Reading** RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
Mathematics	2.OA.B.2- With accuracy and efficiency, add and subtract within 20 using mental strategies.[3] By end of Grade 2, know from memory all sums of two one-digit numbers.
Social Studies	History, Culture, and Perspectives: Understanding Perspectives Core Idea- Two or more individuals can have a different understanding of the same event.

[3] See standard 1.OA.C.6 for a list of mental strategies

	6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Science	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Accommodations and Modifications

At Risk/Struggling Learners	**ELL**
● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment **G&T Enrichment** ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography.	● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Highlight key vocabulary **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.

	● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vTmf4-xzByTvY8P8OLtLquNA6Cm_KNHhSG5yLeSNtXRcESa-ulJn9i3tPbcHuBHWglYGI5s_CawuHRd/pub	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 2

Artistic Process- Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Practice: Synthesize

Performance Expectations:
● 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
● 1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance

Enduring Understandings	Essential Questions
● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	● How does dance deepen our understanding of ourselves, other knowledge and events around us?

Learners will know…	Learners will be able to….
● The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.	● Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Enduring Understandings	Essential Questions
● Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts	● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
Learners will know…	**Learners will be able to….**
● Dance literacy skills such as societal, cultural, historical and community.	● Describe the societal, cultural, historical and community contexts of dance literacy.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-
(Ongoing assessments during the learning period) including but not limited to-
Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-
(Assessment at the end of the learning period) including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-
Including but not limited to-
- Project specific rubrics

Performance Tasks-
(Any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency) including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Hip Hop Lollipop* **by Susan Montanari** *This Is It* **by Daria Peoples-Riley** Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the K-2 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Tallchief: America's Prima Ballerina* by Maria Tallchief and Rosemary Wells
- *Dancing in the Wings* by Debbie Allen
- *A Dance Like Starlight: One Ballerina's Dream* by Kristy Dempsey

Professional Dancers- A Range of Diverse Professional Dancers are included throughout the learning including by not limited to the work of-

- Misty Copeland

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize the impact of one's feelings and thoughts on one's own behavior	EU: The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works. EQ: How does one's feelings and thoughts connect to artistic works?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Artists create diverse & different artistic expressions synthesizing knowledge (personal, societal, cultural, and historic). EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among Individuals?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU: Artists explore, establish, and maintain healthy relationships through comradery, safe space and/or a sense of belonging and purpose. EQ: How does connecting to the arts develop positive communication and social skills?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.2 Career Awareness, Exploration, Preparation, and Training
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Income is received from work in different ways including regular payments, tips, commissions, and benefits	9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills
Creativity and Innovation

Core Ideas:	Performance Expectations:
Brainstorming can create new, innovative ideas	9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Information and Media Literacy

Core Ideas:	Performance Expectations:
Digital tools and media resources provide access to vast stores of information that can be searched	9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource

Technology Literacy	
Core Idea	**Performance Expectation**
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Different digital tools have different purposes	9.4.2.TL.3: Enter information into a spreadsheet and sort the information.

Interdisciplinary Connections/Cross Curricular Opportunities	
Kindergarten	
English Language Arts	**Reading Literature**

	RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
Mathematics	K.OA.A.2-Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem
Science	K-PS2-1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object
1st grade	
English Language Arts	**Reading** RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.
Mathematics	1.OA.A.1-Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Social Studies	History, Culture, and Perspectives: Continuity and Change Historical timelines put events in chronological order to help people understand the past 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture"

	of history
2nd grade	
English Language Arts	**Reading** RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .
Mathematics	2.OA.B.2- With accuracy and efficiency, add and subtract within 20 using mental strategies.[4] By end of Grade 2, know from memory all sums of two one-digit numbers.
Social Studies	History, Culture, and Perspectives: Understanding Perspectives Core Idea- Two or more individuals can have a different understanding of the same event. 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.
Science	2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
Accommodations and Modifications	
At Risk/Struggling Learners ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work	**ELL** ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads

[4] See standard 1.OA.C.6 for a list of mental strategies

● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment **G&T Enrichment** ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography.	● Highlight key vocabulary **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum. ● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vTmf4-xzByTvY8P8OLtLquNA6C m_KNHhSG5yLeSNtXRcESa-ulJn9i3tPbcHuBHWglYGI5s_CawuHRd/pub	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas

Practice: Explore

Performance Expectations:
● 1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
● 1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Enduring Understandings	Essential Questions
● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression	● Where do choreographers get ideas for dances?

Learners will know…	Learners will be able to….
● Movement is developed and generated through improvisation.	● Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

Anchor Standard 2: Organizing and developing ideas.

Practice: Plan

Performance Expectations:
● 1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.
● 1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

Enduring Understandings	Essential Questions
● The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers	● What influences choice-making in creating choreography?

Learners will know…	Learners will be able to….
● The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	● Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

Anchor Standard 3: Refining and completing products.

Practice: Revise

Performance Expectations:
● 1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.
● 1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Enduring Understandings	Essential Questions
● Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

Learners will know…	Learners will be able to….
● Form and structure are important when interpreting original choreography. ● Dance-making experiences can be documented.	● Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation. ● Create a self-reflection as means of documentation.

Suggested Learning Plan

5 minute stretches, warm-up/get changed

5-8 minutes of class discussion, go over what we will accomplish for the day

5 minute mini lesson on activity/skill

20 minutes for main activity for the day

5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
• 2020 New Jersey Student Learning Standards- Visual and Performing Arts • Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Firebird* by Misty Copeland *Degas and the Little Dancer* by Laurence Anholt Burk "Station Games" Book

	Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources**- Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Parker Shines On* by Parker Curry
- Feel the Beat by Marilyn Singer

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process. EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work.

	EQ: How do different strategies for managing one's emotions affect the creative process?
Social Awareness ● Recognize and identify the thoughts, feelings and perspectives of others	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?
Relationship Skills ● Utilize positive communication and social skills to interact effectively with others	EU: Artists conceptualize and generate ideas and works in relationship with others. EQ: How do social skills, social norms, and maintaining healthy relationships influence the creative process?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of decisions made during the creative process. EQ: In what ways does an artist consider personal, ethical, safety, and civic impact when making decisions as part of the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 5
Planning and Budgeting

Core Ideas:	Performance Expectations:
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Technology Literacy

Core Idea	Performance Expectation
Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

Interdisciplinary Connections/Cross Curricular Opportunities

3rd grade	
English Language Arts	**Writing**

	W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mathematics	**Operations and Algebraic Thinking** 3.OA.A.1-Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
4th grade	
English Language Arts	**Writing** W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Social Studies	**Core Idea** Interactions of people and events throughout history have shaped the world we experience today **Performance Expectations** 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures
5th grade	
English Language Arts	**Writing** W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

Social Studies	Core Idea
	Regions form and change as a result of unique physical conditions, economies, and cultures.
	Performance Expectations
	6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism

Accommodations and Modifications

At Risk/Struggling Learners
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

ELL
- This particular content has limited language barriers due to the physical nature of the curriculum.
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.

	● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.
Pacing Guide	
https://docs.google.com/document/d/e/2PACX-1vRKyS8InL_GDnkAICokUBVxXQu2ZC9sLWafqxu6cgwdup5nR2fvYWWsoRV8lFN9umsqibHBd7aWaF3M/pub	

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-Performing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Practice: Express

Performance Expectations:
● 1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
● 1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
● 1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

Enduring Understandings	Essential Questions
● Space, time and energy are basic elements of dance.	● How do dancers work with space, time and energy to communicate artistic ● expression?

Learners will know…	Learners will be able to….
● The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.	● Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Embody, Execute

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

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

Enduring Understandings	Essential Questions
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	● How is the body used as an instrument for technical and artistic expression?

Learners will know…	Learners will be able to….
● Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).	● Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

Anchor Standard 6: Conveying meaning through art

Practice: Present

Performance Expectations:
1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
● 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
● 1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).
● 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

Enduring Understandings	Essential Questions
● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction	● What must a dancer do to prepare the mind and body for artistic expression? ● How does a dancer heighten artistry in a public performance?

between performer, production elements and audience that heightens and amplifies artistic expression.	
Learners will know…	**Learners will be able to….**
● The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.	● Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks

- Replicate (learn a dance phrase)
- Create a solo

- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
● 2020 New Jersey Student Learning Standards- Visual and Performing Arts ● Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Firebird* by Misty Copeland *Degas and the Little Dancer* by Laurence Anholt Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Parker Shines On* by Parker Curry
- Feel the Beat by Marilyn Singer

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's personal traits, strengths and limitations	EU: Artists build self-confidence through selecting/rehearsing/refining artistic works for performance/ presentation /production. EQ: How do varying degrees of self-confidence affect the performance /presentation/production of artistic works?
Self-Management ● Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists consider a variety of viewpoints and make choices about the selection and performance/ presentation/production of artistic works by considering cultural, historical, and social perspectives of the intended audience. EQ: How does social awareness influence the criteria that artists use to select, prepare and present/perform/ produce artistic works?
Relationship Skills ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways	EU: The performance /presentation /production of an artistic work is enhanced by seeking help from others. EQ: How can an artist's relationship with others impact the performance /presentation/production of artistic works?
Responsible Decision-Making ● Identify the consequences associated with one's actions in order to make constructive choices	EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do choices made in the process of preparing and presenting /performing /producing artistic works affect the intended impact on the audience?

9.1 Personal Financial Literacy by the End of Grade 5
Planning and Budgeting

Core Ideas:	Performance Expectations:
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	Performance Expectations:
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Critical Thinking and Problem-solving

Core Ideas:	Performance Expectations:
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Digital Citizenship

Core Ideas:	Performance Expectations:
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Technology Literacy	
Core Idea	Performance Expectation

Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	**Writing** W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mathematics	**Operations and Algebraic Thinking** 3.OA.A.1-Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
4th grade	
English Language Arts	**Writing** W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Social Studies	**Core Idea** Interactions of people and events throughout history have shaped the world we experience today **Performance Expectations**

	6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures
5th grade	
English Language Arts	**Writing** W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
Social Studies	**Core Idea** Regions form and change as a result of unique physical conditions, economies, and cultures. **Performance Expectations** 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism
Accommodations and Modifications	
At Risk/Struggling Learners ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment	**ELL** ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Highlight key vocabulary **Students with IEPs/504**

G&T Enrichment ● Challenged with complex, high level challenges related to the complexity of the Dance requirements. ● Allow more opportunities to demonstrate creativity and the design of original choreography.	● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504 ● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum. ● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRKyS8InL_GDnkAICokUBVxXQu2ZC9sLWafqxu6cgwdup5nR2fvYWWsoRV8lFN9umsqibHBd7aWaF3M/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-Responding

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Analyze

Performance Expectations:
● 1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.
● 1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use Basic dance terminology and elements of dance to describe the qualities and characteristic

Enduring Understandings	Essential Questions
Dance is perceived and analyzed to comprehend its meaning.	● How is a dance understood?

Learners will know…	Learners will be able to….
● Dance can be analyzed	● Analyze a dance for the elements

Anchor Standard 8: Interpreting intent and meaning

Practice: Interpret

Performance Expectations:
1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology

Enduring Understandings	Essential Questions
Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context	● How is dance interpreted?

Learners will know…	Learners will be able to….
● Basic choreographed structures employ the <u>elements of dance</u>.	● Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Critique

Performance Expectations:
1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

Enduring Understandings	Essential Questions
● Criteria for evaluating dance vary across genres, styles, and cultures.	● What criteria are used to evaluate dance?

Learners will know…	Learners will be able to….
● There is artistic criteria for evaluating dance using the elements of dance	● Use artistic criteria to critique a dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-
- Project specific rubrics

Performance Tasks
- Replicate (learn a dance phrase)

- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Firebird* by Misty Copeland *Degas and the Little Dancer* by Laurence Anholt Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Parker Shines On* by Parker Curry
- Feel the Beat by Marilyn Singer

Social and Emotional Learning

Enduring Understanding and Questions from <u>NJ SEL Arts</u>	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize one's feelings and thoughts	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EU: Awareness of ones' thoughts and feelings, coupled with evaluation criteria, can help the viewer respond to artistic works more objectively. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works? How can responding to artistic works inform one's awareness of their thoughts and feelings? EQ: Why is it important to have self-confidence when responding to artistic works?
Social Awareness ● Demonstrate an awareness of the expectations for social interactions in a variety of setting	EU: Considering the artists' intent heightens awareness to social interactions in a variety of settings. EQ: How do the differences among individuals, groups and others' cultural background influence one's response to artistic works?
Responsible Decision-Making ● Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?
21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 5 Planning and Budgeting	
Core Ideas:	**Performance Expectations:**

There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5
Career Awareness and Planning

Core Ideas:	**Performance Expectations:**
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.4 Life Literacies and Key Skills by the End of Grade 5
Critical Thinking and Problem-solving

Core Ideas:	**Performance Expectations:**
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Digital Citizenship

Core Ideas:	**Performance Expectations:**
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

Technology Literacy

Core Idea	**Performance Expectation**
Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies
Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	**Writing** W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mathematics	**Operations and Algebraic Thinking** 3.OA.A.1-Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
4th grade	
English Language Arts	**Writing** W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Social Studies	**Core Idea** Interactions of people and events throughout history have shaped the world we experience today **Performance Expectations** 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures

5th grade	
English Language Arts	**Writing** W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
Social Studies	**Core Idea** Regions form and change as a result of unique physical conditions, economies, and cultures. **Performance Expectations** 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism
Accommodations and Modifications	
At Risk/Struggling Learners ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered ● Extended time to complete class work ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignment **G&T Enrichment** ● Challenged with complex, high level challenges related to the complexity of the Dance requirements.	**ELL** ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling ● Technology assistance-Chromebooks and Ipads ● Highlight key vocabulary **Students with IEPs/504** ● Review student individual educational plan and/or 504 plan ● Establish procedures for accommodation and modifications for assessments as per IEP/504

● Allow more opportunities to demonstrate creativity and the design of original choreography.	● Modify classroom environment to support academic and physical needs of the students as per IEP/504 ● Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. ● Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum. ● Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRKyS8InL_GDnkAICokUBVxXQu2ZC9sLWafqxu6cgwdup5nR2fvYWWsoRV8lFN9umsqibHBd7aWaF3M/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 5

Artistic Process-CONNECTING

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Practice: Synthesize

Performance Expectations:
● 1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
● 1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.

Enduring Understandings	Essential Questions
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	● How does dance deepen our understanding of ourselves, other knowledge, and events around us?
Learners will know…	**Learners will be able to….**
● Feelings and ideas can be brought to mind when viewing or performing a dance.	● Describe how dance can deepen our feelings of yourself and the events around us.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and

historical contexts to deepen understanding.

Practice: Relate

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

Enduring Understandings	Essential Questions
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Learners will know…	Learners will be able to….
● There are cultural, historical and community contexts to dance.	● Use cultural, historical and community contexts in a dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-
- Project specific rubrics

Performance Tasks
- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Firebird* by Misty Copeland *Degas and the Little Dancer* by Laurence Anholt Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

Equity, Inclusion, and Diversity Resources

Equity, Inclusion and Diversity Resources are included throughout the 3-5 Dance Curriculum.

SamplePicture Books-
Including but not limited to-

- *Parker Shines On* by Parker Curry
- Feel the Beat by Marilyn Singer

Social and Emotional Learning **Enduring Understanding and Questions from NJ SEL Arts**	
SEL Competency and SEL Sub-Competency	**Enduring Understanding/ Essential Questions**
Self-Awareness ● Recognize the importance of self-confidence in handling daily tasks and challenges	EU: An artist's confidence in the value of personal experiences, ideas, and knowledge is essential to interpret meaning in an artistic work. EQ: How does handling daily artistic tasks build self-awareness?
Self-Management ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals	EU: Through engagement in the artistic process artists develop strategies for managing one's emotions, thoughts and behaviors. EQ: How does engaging in the arts deepen our understanding of our own strategies for building perseverance, managing emotions, thoughts and behaviors?
Social Awareness ● Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Life experiences provide artists with a variety of perspectives to express and become aware of the differences among individuals, groups and other's cultural backgrounds. EQ: How does engaging in the arts cultivate and demonstrate awareness of the various differences among individuals?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)	
9.1 Personal Financial Literacy by the End of Grade 5 Planning and Budgeting	
Core Ideas:	**Performance Expectations:**
There are specific steps associated with creating a budget.	9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions

9. 2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 5 Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations
9.4 Life Literacies and Key Skills by the End of Grade 5 Critical Thinking and Problem-solving	
Core Ideas:	**Performance Expectations:**
The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
Digital Citizenship	
Core Ideas:	**Performance Expectations:**
Digital tools have positively and negatively changed the way people interact socially	9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.
Technology Literacy	
Core Idea	**Performance Expectation**
Collaborating digitally as a team can often develop a better artifact than an individual working alone	9.4.5.TL.5: Collaborate digitally to produce an artifact
Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**

Computing Systems Shared features allow for common troubleshooting strategies that can be effective for many systems	8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies

Interdisciplinary Connections/Cross Curricular Opportunities	
3rd grade	
English Language Arts	**Writing** W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Mathematics	**Operations and Algebraic Thinking** 3.OA.A.1-Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each.
4th grade	
English Language Arts	**Writing** W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Social Studies	**Core Idea** Interactions of people and events throughout history have shaped the world we experience today **Performance Expectations** 6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures
5th grade	
English Language Arts	**Writing**

	W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
Social Studies	**Core Idea** Regions form and change as a result of unique physical conditions, economies, and cultures. **Performance Expectations** 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism

Accommodations and Modifications

At Risk/Struggling Learners
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

ELL
- This particular content has limited language barriers due to the physical nature of the curriculum.
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504

	- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. - Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum. - Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRKyS8InL_GDnkAICokUBVxXQu2ZC9sLWafqxu6cgwdup5nR2fvYWWsoRV8lFN9umsqibHBd7aWaF3M/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-CREATING

Desired Outcomes

Anchor Standard 1: Generating and conceptualizing ideas

Practice: Explore

Performance Expectations:
● 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
● 1.1.8.Cr1b: Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study.

Enduring Understandings	Essential Questions
● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression	● Where do choreographers get ideas for dances?

Learners will know…	Learners will be able to….
● Choreographers use a variety of inspiration to develop movements in an original dance. ● The elements of dance	● Implement movement ● Choreograph dances using a variety of inspiration ● Explain the elements of dance

Anchor Standard 2: Organizing and developing ideas.

Practice: Plan

Performance Expectations:
● 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.

● 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.	

Enduring Understandings	Essential Questions
● The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	● What influences choice-making in creating choreography?

Learners will know…	Learners will be able to….
● Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.	● Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

Anchor Standard 3: Refining and completing products.

Practice: Revise

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

Enduring Understandings	Essential Questions
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Learners will know…	Learners will be able to….
● Choreography can be revised collaboratively or independently. ● Changes in choreography can be recorded through writing or drawing	● Revise choreography as a group on on their own ● Use writing or drawing to document changes

Suggested Learning Plan

5 minute stretches, warm-up/get changed

5-8 minutes of class discussion, go over what we will accomplish for the day

5 minute mini lesson on activity/skill

20 minutes for main activity for the day

5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks

Including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Bunheads* by Misty Copeland *Swan, The Life and Dance of Anna Pavlova* by Laurel Snyder

	Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio

https://www.artnews.com/art-in-america/features/disability-dance-1234586026/

https://dancespirit.com/pride-month/

Equity, Diversity, and Inclusion
I will Dance by Nancy Bo Flood
John's Turn by Mac Barnett
Brave Ballerina, The Story of Janet Collins by Michelle Meadows

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness ● Recognize one's feelings and thoughts	EU: One's feelings, thoughts, personal traits, strengths and challenges influence the creative process.

	EQ: How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?
Self-Management ● Understand and practice strategies for managing one's own emotions, thoughts and behaviors	EU: Emotions, thoughts, and behaviors impact the creative process and artists utilize strategies to manage their emotions when refining artistic work. EQ:How do different strategies for managing one's emotions affect the creative process?
Social Awareness ● Demonstrate an understanding of the need for mutual respect when viewpoints differ	EU: Artists may consider the thoughts, feelings, and perspectives of others, and the influence of these factors varies based on an artist's intent. EQ: When do the differences among individuals, groups and others' cultural background influence the creative process?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	**Performance Expectations:**
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	**Performance Expectations:**
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea

Digital Citizenship

Core Ideas:	Performance Expectations:
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Technology Literacy

Core Idea	Performance Expectation
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration

Technology (Computer Science and Design Thinking)

Core Idea	Performance Expectation
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

Interdisciplinary Connections/Cross Curricular Opportunities

6th grade

English Language Arts	Writing
	W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive

	details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure

7th grade

English Language Arts	Writing W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure

8th grade

English Language Arts	Writing W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Accommodations and Modifications

At Risk/Struggling Learners
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

ELL
- This particular content has limited language barriers due to the physical nature of the curriculum.
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn7lC3U4fETQDLaqiAEXiPL7A0VPQ2mVblmIuqcXHfZ4Y0y6RT84T_Y7UD6RHAi/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-Performing

Desired Outcomes

Anchor Standard 4: Selecting, analyzing, and interpreting work

Practice: Express

Performance Expectations:
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.

Enduring Understandings	Essential Questions
● Space, time and energy are basic elements of dance.	● How do dancers work with space, time and energy to communicate artistic expression?

Learners will know…	Learners will be able to….
● The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.	● Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Practice: Embody, Execute

Performance Expectations:
● 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 non-vertical 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

Enduring Understandings	Essential Questions
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions	● How is the body used as an instrument for technical and artistic expression?

Learners will know…	Learners will be able to….
● Dance requires a fundamental understanding of body alignment	● Demonstrate developmentally appropriate kinesthetic awareness

and applied [kinesthetic principles](). Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.	of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

Anchor Standard 6: Conveying meaning through art.

Practice: Present

Performance Expectations:
● 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.

Enduring Understandings	Essential Questions
Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.	● What must a dancer do to prepare the mind and body for artistic expression? ● How does a dancer heighten artistry in a public performance?

Learners will know…	Learners will be able to….
● The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.	● Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-

- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-

- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-

- Project specific rubrics

Performance Tasks

Including but not limited to-

- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Bunheads* by Misty Copeland *Swan, The Life and Dance of Anna Pavlova* by Laurel Snyder

	Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources**- Including but not limited to- PE Central Seesaw Youtube

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio

https://www.artnews.com/art-in-america/features/disability-dance-1234586026/

https://dancespirit.com/pride-month/

Equity, Diversity, and Inclusion
I will Dance by Nancy Bo Flood
John's Turn by Mac Barnett
Brave Ballerina, The Story of Janet Collins by Michelle Meadows

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions

Self Awareness Recognize the impact of one's feelings and thoughts on one's own behavior	EU: Artists develop personal processes to refine their work and recognize how their own feelings, thoughts, strengths, and challenges influence the manner in which artistic work is presented/performed. EQ: How does the recognition of one's feelings, thoughts, strengths and challenges impact the iterative process of preparing for a performance/presentation and inform the final product?
Self Management Recognize the skills needed to establish and achieve personal and educational goals	EU: Artists persevere to overcome barriers in order to perform/present/produce refined artistic works that convey meaning. EQ: How do strategies for self-management contribute to the process of preparing for presentation/ performance/production?
Responsible Decision-Making Develop, implement and model effective problem solving and critical thinking skills	EU: Artists develop practices for decision making that enable them to realize their creative work in constructive ways. EQ: How do artists use problem solving and critical thinking skills to impact the quality of their presentation/ performance/ production?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	Performance Expectations:
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8

Career Awareness and Planning	
Core Ideas:	**Performance Expectations:**
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	**Performance Expectations:**
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea

Digital Citizenship

Core Ideas:	**Performance Expectations:**
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Technology Literacy

Core Idea	**Performance Expectation**
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration

Technology (Computer Science and Design Thinking)

Core Idea	**Performance Expectation**
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	**Writing** W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
7th grade	
English Language Arts	Writing W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
8th grade	

English Language Arts	Writing W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Accommodations and Modifications	

At Risk/Struggling Learners
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

ELL
- This particular content has limited language barriers due to the physical nature of the curriculum.
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP

	specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide
[https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn7lC3U4fET QDLaqiAEXiPL7A0VPQ2mVblmIuqcXHfZ4Y0y6RT84T_Y7UD6RHAi/pub](https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn7lC3U4fETQDLaqiAEXiPL7A0VPQ2mVblmIuqcXHfZ4Y0y6RT84T_Y7UD6RHAi/pub)

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-Responding

Desired Outcomes

Anchor Standard 7: Perceiving and analyzing products.

Practice: Analyze

Performance Expectations:
● 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.

Enduring Understandings	Essential Questions
● Dance is perceived and analyzed to comprehend its meaning.	● How is a dance understood?

Learners will know…	Learners will be able to….
● Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.	● Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.

Anchor Standard 8: Interpreting intent and meaning.

Practice: Interpret

Performance Expectations:
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.

Enduring Understandings	Essential Questions

● Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	● How is dance interpreted?

Learners will know…	Learners will be able to….
● Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.	● Interpret dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships

Anchor Standard 9: Applying criteria to evaluate products.

Practice: Critique

Performance Expectations:
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.

Enduring Understandings	Essential Questions
● Criteria for evaluating dance vary across genres, styles and cultures.	● What criteria are used to evaluate dance?

Learners will know…	Learners will be able to….
● Dance can be evaluated and critiqued.	● Use artistic criteria to evaluate dance.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-
- Project specific rubrics

Performance Tasks

Including but not limited to-
- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources	
District	**Other**
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Bunheads* by Misty Copeland *Swan, The Life and Dance of Anna Pavlova* by Laurel Snyder Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book

Online Resources-
Including but not limited to-
PE Central
Seesaw
Youtube

LGBTQ, Equity, Inclusion, and Diversity Resources

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio

https://www.artnews.com/art-in-america/features/disability-dance-1234586026/

https://dancespirit.com/pride-month/

Equity, Diversity, and Inclusion
I will Dance by Nancy Bo Flood
John's Turn by Mac Barnett
Brave Ballerina, The Story of Janet Collins by Michelle Meadows

Social and Emotional Learning
Enduring Understanding and Questions from NJ SEL Arts

SEL Competency and SEL Sub-Competency	Enduring Understanding/ Essential Questions
Self-Awareness Recognize one's personal traits, strengths and limitations	EU: Understanding an artist's intent helps the viewer relate their own thoughts and feelings to artistic works. EQ: How does the awareness of one's thoughts and feelings influence how a viewer responds to artistic works?
Social Awareness Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds	EU: Through interpretation and evaluation of artistic works, the thoughts, feelings, perspectives, and cultural differences among individuals and groups are recognized and acknowledged. EQ: How does awareness of thoughts, feelings, perspectives, and cultural

	differences influence the way one responds to artistic works and invoke consideration about artistic impact?
Responsible Decision-Making Develop, implement and model effective problem solving and critical thinking skills	EU: Artists consider the impact of critical thinking, and the perspective that is used to create an artistic work. EQ: How does responding to an artistic work develop the capacity to evaluate and think critically?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	Performance Expectations:
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea

Digital Citizenship	
Core Ideas:	**Performance Expectations:**
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
Technology Literacy	
Core Idea	**Performance Expectation**
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration
Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options
Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	**Writing** W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten

	languages impacted human understanding, development of culture, and social structure
7th grade	
English Language Arts	Writing W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
8th grade	
English Language Arts	Writing W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Accommodations and Modifications	
At Risk/Struggling Learners ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Model skills / techniques to be mastered	**ELL** ● This particular content has limited language barriers due to the physical nature of the curriculum. ● Visuals are used ● Pre-teach vocabulary ● Activate prior knowledge ● Modeling

- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide
https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn7lC3U4fETQDLaqiAEXiPL7A0VPQ2mVblmIuqcXHfZ4Y0y6RT84T_Y7UD6RHAi/pub

Deal School Curriculum

2020 New Jersey Student Learning Standards-Visual and Performing Arts

Dance Standards by the End of Grade 8

Artistic Process-Connecting

Desired Outcomes

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

Practice: Synthesize

Performance Expectations:
● 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.

Enduring Understandings	Essential Questions
● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	● How does dance deepen our understanding of ourselves, other knowledge and events around us?

Learners will know…	Learners will be able to….
● Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.	● Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Practice: Relate

Performance Expectations:
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.

Enduring Understandings	Essential Questions
● Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts	● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Learners will know…	Learners will be able to….
● Societal, cultural historical and cummnity influences in dance.	● Research sociaetal, cultural, historical and community dance experiences.

Suggested Learning Plan

- 5 minute stretches, warm-up/get changed
- 5-8 minutes of class discussion, go over what we will accomplish for the day
- 5 minute mini lesson on activity/skill
- 20 minutes for main activity for the day
- 5 minutes for closure and small exit slip or assessment

Assessment Evidence

Formative Assessments-

Including but not limited to-
- Exit Slips
- Small Worksheets
- Check lists
- Think Pair Share
- Peer Assessment

Summative Assessments-

Including but not limited to-
- Performance Rubrics
- Reflections
- Small Quizzes

Alternative Assessments-

Including but not limited to-
- Project specific rubrics

Performance Tasks

Including but not limited to-
- Replicate (learn a dance phrase)
- Create a solo
- Peer coach or give constructive feedback using a protocol
- Create a collaborative group dance (duet in elementary)
- Perform

Instructional/Learning Resources

District	Other
2020 New Jersey Student Learning Standards- Visual and Performing Arts - Think and Do Workbook for Arts Integration, NJPSA	**Books-** **Picture Books-** *Bunheads* by Misty Copeland *Swan, The Life and Dance of Anna Pavlova* by Laurel Snyder

	Burk "Station Games" Book Giles-Brown "Physical Education Assessment Toolkit" Book NASPE "Physical Best Activity Guide" Book Dieden "Games to Keep Kids Moving!" Book Bennett/Riemer "Rhythmic Activities and Dance" Book **Online Resources-** Including but not limited to- PE Central Seesaw Youtube

<table>
<tr><td colspan="2" align="center">**LGBTQ, Equity, Inclusion, and Diversity Resources**</td></tr>
</table>

LGBTQ, Equity, Inclusion and Diversity Resources are included throughout the 6-8 Dance Curriculum.

LGBTQ+ Online Resources

https://www.danceedtips.com/blogs/news/lgbtq-in-the-dance-studio

https://www.artnews.com/art-in-america/features/disability-dance-1234586026/

https://dancespirit.com/pride-month/

Equity, Diversity, and Inclusion
I will Dance by Nancy Bo Flood
John's Turn by Mac Barnett
Brave Ballerina, The Story of Janet Collins by Michelle Meadows

<table>
<tr><td colspan="2" align="center">**Social and Emotional Learning**
Enduring Understanding and Questions from NJ SEL Arts</td></tr>
<tr><td>**SEL Competency and SEL Sub-Competency**</td><td>**Enduring Understanding/ Essential Questions**</td></tr>
</table>

Self-Awareness Recognize the importance of self-confidence in handling daily tasks and challenges	EU: Through individual connections in the arts personal strengths, traits and challenges are recognized. EQ: How does engagement in the arts deepen recognition of one's personal traits, strengths and challenges?
Social Awareness Demonstrate an understanding of the need for mutual respect when viewpoints diffe	EU: Engagement in the arts provides opportunity to develop mutual respect for differing viewpoints (personal, cultural, societal and historical). EQ: How does engaging in the arts provide opportunities to demonstrate an understanding of the need for mutual respect when viewpoints differ?

21st Century Skills and Themes (Career Readiness, Life Literacies, and Key Skills)

9.1 Personal Financial Literacy by the End of Grade 8
Financial Literacy

Core Ideas:	Performance Expectations:
An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being	9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions

9.2 Career Awareness, Exploration, Preparation, and Training by the End of Grade 8
Career Awareness and Planning

Core Ideas:	Performance Expectations:
Developing and implementing an action plan is an essential step for achieving one's personal and professional goals	9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.4 Life Literacies and Key Skills by the End of Grade 8
Creativity and Innovation

Core Ideas:	Performance Expectations:
Gathering and evaluating knowledge and	9.4.8.CI.3: Examine challenges that may exist in the adoption of new idea

information from a variety of sources, including global perspectives, fosters creativity and innovative thinking	

Digital Citizenship	

Core Ideas:	**Performance Expectations:**
There are tradeoffs between allowing information to be public and keeping information private and secure	9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.

Technology Literacy	
Core Idea	**Performance Expectation**
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration

Technology (Computer Science and Design Thinking)	
Core Idea	**Performance Expectation**
Advancements in computing technology can change individuals' behaviors.	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

Interdisciplinary Connections/Cross Curricular Opportunities	
6th grade	
English Language Arts	**Writing** W.NW.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea-

	Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
7th grade	
English Language Arts	Writing W.NW.7.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Social Studies	Core idea- Historical events and developments are shaped by social, political, cultural, technological, and economic factors Performance Expectation 6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure
8th grade	
English Language Arts	Writing W.NW.8.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Accommodations and Modifications	
At Risk/Struggling Learners	**ELL**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Model skills / techniques to be mastered
- Extended time to complete class work
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignment

G&T Enrichment
- Challenged with complex, high level challenges related to the complexity of the Dance requirements.
- Allow more opportunities to demonstrate creativity and the design of original choreography.

- This particular content has limited language barriers due to the physical nature of the curriculum.
- Visuals are used
- Pre-teach vocabulary
- Activate prior knowledge
- Modeling
- Technology assistance-Chromebooks and Ipads
- Highlight key vocabulary

Students with IEPs/504
- Review student individual educational plan and/or 504 plan
- Establish procedures for accommodation and modifications for assessments as per IEP/504
- Modify classroom environment to support academic and physical needs of the students as per IEP/504
- Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.
- Additional safety precautions will be made along with additional staff so all students can fully participate in the standards associated with this Dance curriculum.
- Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders.

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vTR5nfx07shLYYcNNn7lC3U4fETQDLaqiAEXiPL7A0VPQ2mVblmIuqcXHfZ4Y0y6RT84T_Y7UD6RHAi/pub