

Focus Topic: 1.1 The Creative Process

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify the elements of dance in improvised dance sequences	1.1.2.A.1	Do the arts have boundaries?	Breaking accepted norms give rise to new forms of artistic expression	Ongoing observation & questioning during class discussions
TSW use improvisation to discover new movement to fulfill the intent of the choreography	1.1.2.A.2	How do the elements of art impact society? Individuals?		Performance tasks
TSW demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement	1.1.2.A.3			Self-Assessment
TSW apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning	1.1.2.A.4			Real Life Connections
TSW explore the elements of music through verbal and written responses to diverse aural prompts and printed scores	1.1.2.B.1			
TSW identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody	1.1.2.B.2			
TSW identify and categorize sound sources by common traits and identify rhythmic notation up to eighth notes and rests	1.1.2.B.3			
TSW categorize families of instruments and identify their associated musical properties	1.1.2.B.4			
TSW describe their use in a variety of theatrical performances	1.1.2.C.1			
TSW demonstrate pantomime skills while interacting with others in creative drama and storytelling	1.1.2.C.3			
TSW identify elements of art and principles of design in specific works of art and explain how they are used	1.1.2.D.2			

Focus Topic: 1.2 – History of the Arts and Culture

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures	1.2.2.A.1	What is old and what is new in any work of art?	Every artist has style Every artistic period has a style	Ongoing observation & questioning during class discussions Performance tasks Self-Assessment Real Life Connections

Focus Topic: 1.3 – Performance

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level and spatial pathway	1.3.2.A.1	How does creating and performing in the arts differ from viewing the arts?	The arts serve multiple functions	Ongoing observation & questioning during class discussions
TSW create and perform planned and improvised movement sequences	1.3.2.A.2	In what ways do the arts impact life?		
TSW define and maintain personal space and direct focus while performing movement skills	1.3.2.A.3	What story do the arts tell?		
TSW create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space	1.3.2.A.4			Performance tasks
TSW clap, sing, or play on pitch from basic notation; vocalize the home tone of familiar and unfamiliar songs	1.3.2.B.1			Self-Assessment
TSW demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison	1.3.2.B.4			Real Life Connections

TSW modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas	1.3.2.B.5			
TSW sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups	1.3.2.B.6			
TSW sight-read rhythmic and music notation	1.3.2.B.6			
TSW blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels	1.3.2.B.7			
TSW portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices	1.3.2.C.1			
TSW use voice and movement in solo, paired, and group pantomimes and improvisations	1.3.2.C.1			
TSW develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices	1.3.2.C.1			
TSW create two- and three-dimensional works of art using a variety of art mediums and application methods	1.3.2.D.1			
TSW use symbols to create personal works of art based on selected age-appropriate themes	1.3.2.D.2			
TSW employ basic verbal and visual art vocabulary to demonstrate knowledge	1.3.2.D.3			
TSW explore the use of a wide array of art mediums	1.3.2.D.4			
TSW select tools that are appropriate to the production of works of art in a variety of art media	1.3.2.D.4			
TSW create works of art that are based on observations of the physical world	1.3.2.D.5			
TSW illustrate how art is part of everyday life	1.3.2.D.5			

Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art; identify characteristics of the artists who created them	1.4.2.A.1	How are feelings and reactions impacted by the arts?	The arts serve multiple purposes	Ongoing observation & questioning during class discussions
TSW use imagination to create a story based on an arts experience that communicated an emotion or feeling	1.4.2.A.3			Performance tasks
TSW tell the story through each of the four arts disciplines	1.4.2.A.3			Self-Assessment
TSW distinguish patterns in nature found in works of dance, music, theatre, and visual arts	1.4.2.A.4			Real Life Connections
TSW apply the principles of positive critique in giving and receiving responses to performances	1.4.2.B.2			
TSW recognize the making subject or theme in works of dance, music, theatre, and visual art	1.4.2.B.3			