

**Focus Topic: 1.1 The Creative Process**

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW analyze 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	1.1.8.A.2	How do underlying structures unconsciously guide the creation of art works?	Underlying structures in art can be found via analysis and inference.	Ongoing observation & questioning during class discussions
TSW understand that compositional techniques are used in different styles	1.1.8.B.2	Does art have boundaries?	Breaking accepted norms often give rise to new forms of artistic expression.	Performance tasks
TSW appreciate that genres of music vary according to sets of rules	1.1.8.B.2			Self-Assessment
TSW identify how time, place, mood and theme are created	1.1.5.C.3			Real Life Connections
TSW explain the function of sensory recall and apply it to character development	1.1.5.C.4			
TSW describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures	1.1.8.D.1			

**Focus Topic: 1.2 – History of the Arts and Culture**

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies	1.2.8.A.1	Does art define culture or does culture define art?  What is old and what is new in any work of art?  How important is “new” in art?	Culture affects self-expression, whether we realize it or not.  Every artist has a 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 choreograph and perform cohesive dance works that reflect social, historical, and/or political themes	1.3.8.A.2	How does creating and performing in the arts differ from viewing the arts?	The arts serve multiple functions: enlightenment, education, and entertainment.	Ongoing observation & questioning during class discussions
TSW perform instrumental or vocal compositions	1.3.8.B.1	To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?	Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.	Performance tasks
TSW perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre	1.3.8.B.2		The artistic process can lead to unforeseen or unpredictable outcomes.	Self-Assessment
TSW create and apply a process for developing believable characters in scripted and improvised performances	1.3.8.C.2			Real Life Connections
TSW apply various art media, art mediums, technologies, and processes in the creation process	1.3.8.D.2			
TSW examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras	1.3.8.D.5			

**Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies**

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	1.4.8.A.1	When is art criticism vital and when is it not?	The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.	Ongoing observation & questioning during class discussions
TSW distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras	1.4.8.A.3			Performance tasks Self-Assessment
TSW evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form	1.4.8.B.1			Real Life Connections