

Focus Topic: 1.1 The Creative Process

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW examine how dance compositions are influenced by various social themes and arts media	1.1.8.A.	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 integrate a variety of isolated and coordinated movements in dance compositions and performances	1.1.8.A.	Does art have boundaries?	Breaking accepted norms often give rise to new forms of artistic expression.	Performance tasks
TSW analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores	1.1.8.B.			Self-Assessment
TSW analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras	1.1.8.C.			Real Life Connections
TSW differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character	1.1.8.C.			
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.			

Focus Topic: 1.2 – History of the Arts and Culture

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts	1.2.8.A.	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 incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy	1.3.8.A.	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 using complex standard and non-standard Western, non-Western, and avant-garde notation	1.3.8.B.	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 improvise music in a selected genre	1.3.8.B.		The artistic process can lead to unforeseen or unpredictable outcomes.	Self-Assessment
TSW create and apply a process for developing multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills	1.3.8.C.			Real Life Connections
TSW incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of artworks, using a broad array of art media and art mediums	1.3.8.D.			

Focus Topic: 1.4 – Aesthetic Responses & Critique Methodologies

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes	1.4.8.A.	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 interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art; differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas	1.4.8.A.			Performance tasks Self-Assessment
TSW differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art	1.4.8.B.			Real Life Connections