

# Hamburg School Visual & Performing Arts Curriculum Content Standards

---



Adopted: May 2020

## Table of Contents

<b>Mission Statement</b>	5
<b>Kindergarten through Second Music Curriculum</b>	
1.1 Creative Process Pacing Guide	6
1.1 Creative Process Unit	7
1.2 History of the Arts and Culture Pacing Guide	9
1.2 History of the Arts and Culture Unit	9
1.3 Performance Pacing Guide	11
1.3 Performance Unit	12
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Pacing Guide	14
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Unit	16
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Pacing Guide	18
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Unit	19
<b>Third through Fourth Grade Music Curriculum</b>	
1.1 Creative Process Pacing Guide	20
1.1 Creative Process Unit	21
1.2 History of the Arts and Culture Pacing Guide	23
1.2 History of the Arts and Culture Unit	23
1.3 Performance Pacing Guide	25
1.3 Performance Unit	26
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Pacing Guide	28
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Unit	30
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Pacing Guide	32
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Unit	33
<b>Fifth through Seventh Grade General Music</b>	
5 <sup>th</sup> Grade General Music Pacing Guide	34
5 <sup>th</sup> Grade General Music Unit	35
6 <sup>th</sup> Grade General Music Pacing Guide	39
6 <sup>th</sup> Grade General Music Unit	39
7 <sup>th</sup> Grade General Music Pacing Guide	42
7 <sup>th</sup> Grade General Music Unit	42
8 <sup>th</sup> Grade General Music Pacing Guide	46
8 <sup>th</sup> Grade General Music Unit	47
<b>Fifth through Eighth Grade Instrumental Music</b>	

5 <sup>th</sup> Grade Band Pacing Guide	51
5 <sup>th</sup> Grade Band Unit	52
6 <sup>th</sup> Grade Band Pacing Guide	58
6 <sup>th</sup> Grade Band Unit	59
7 <sup>th</sup> Grade Band Pacing Guide	64
7 <sup>th</sup> Grade Band Unit	65
8 <sup>th</sup> Grade Band Pacing Guide	71
8 <sup>th</sup> Grade Band Unit	72
<b>Kindergarten through Second Grade Art Curriculum</b>	
1.1 Creative Process Pacing Guide	77
1.1 Creative Process Unit	78
1.2 History of the Arts and Culture Pacing Guide	79
1.2 History of the Arts and Culture Unit	79
1.3 Performance Pacing Guide	82
1.3 Performance Unit	82
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Pacing Guide	84
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Unit	85
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Pacing Guide	87
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Unit	88
<b>Third through Fifth Grade Art Curriculum</b>	
1.1 Creative Process Pacing Guide	90
1.1 Creative Process Unit	90
1.2 History of the Arts and Culture Pacing Guide	92
1.2 History of the Arts and Culture Unit	92
1.3 Performance Pacing Guide	94
1.3 Performance Unit	95
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Pacing Guide	97
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Unit	98
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Pacing Guide	100
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Unit	101
<b>Sixth through Eighth Grade Art Curriculum</b>	
1.1 Creative Process Pacing Guide	103
1.1 Creative Process Unit	104
1.2 History of the Arts and Culture Pacing Guide	105
1.2 History of the Arts and Culture Unit	106
1.3 Performance Pacing Guide	108
1.3 Performance Unit	109
1.4.A. Aesthetic Responses & Critique Methodologies: Aesthetic Responses Pacing Guide	111
1.4.A Aesthetic Responses & Critique Methodologies: Aesthetic Responses Unit	112

1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Pacing Guide	115
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies Unit	115

### **Fifth through Eighth Grade Performing Arts**

Pacing Guide	117
Orientation Unit	118
Speech, Rhythm, & Solfege Unit	124
Improvisation Unit	127
Film Music	131

### ***Visual and Performing Arts Mission***

---

The mission of the Hamburg School Visual and Performing Arts Department is to ensure that every child has access to a balanced, comprehensive, and sequential program of study in the arts. Arts education, as part of the core curriculum, cultivates the whole child, gradually building many kinds of literacy while developing intuition, imagination, and dexterity into unique forms of expression and communication. We provide support to arts teachers, classroom teachers and administrators so that every child will have the opportunity to experience the power and beauty of the arts and the joy, creativity, and intellectual stimulation that arts education programs provide.

The Hamburg School's Visual and Performing Arts instructors are committed to increasing opportunities for all students K-8 to participate in and understand the arts. We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language, which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

The Hamburg School will provide all students with strong academic programs infused with the visual and performing arts.

### ***Grades Kindergarten through Second Music Curriculum***

Content Area: Elementary Music Pacing Guide	
Course Title: General Music 1.1 Creative Process	Grade Level: Kindergarten, First, and Second Grade
<b>Concepts</b>	<b>Duration</b>
Playing, moving to, and identifying steady beat	8 weeks
Vocal identification	6 weeks
Identify fast and slow tempi	3 weeks
Identify terraced dynamics	2 weeks
Identify melodic direction as up or down.	5 weeks
On a single percussion instrument, use proper playing techniques to create different dynamics.	4 weeks
Perform on pitch, and echo songs with the teacher as the leader and the class/soloist as the echo.	6 weeks
Create a story to accompany a piece of program music. The story should reflect the mood of the music, how and what instruments are used, tempo, and other musical elements.	2 weeks
Demonstrate a syncopated pattern, meter of two, meter of 3, tied notes, fermata, and strong/weak beat.	4 weeks
Identify the four musical families and describe the characteristics of each family.	8 weeks

Identify forms: AABA, AABB, solo/chorus.	4 weeks
Demonstrate pitch patterns using expanded solfeggio vocabulary.	8 weeks

<b>Content Area:</b> Music	
<b>Unit Title:</b> 1.1 Creative Process	
<b>Target Course/Grade Level:</b> K-2	
<p><b>Unit Summary:</b> In order to understand the visual and performing art, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time space and energy and the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationship with all content area curricula and their applications in daily life.</p> <p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Physical Education.</li> <li>• Language Arts</li> <li>• Visual Arts</li> </ul> <p><b>21<sup>st</sup> century themes:</b> Global awareness</p>	
<b>Unit Rationale:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
<b>Learning Targets</b>	
<b>Standards:</b> 1.1 The Creative Process; Strand B: Music	
<p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>• All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual arts.</li> <li>• Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do underlying structures unconsciously guide the creation of art works?</li> <li>● Does art have boundaries?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Underlying structures in art can be found via analysis and inference.</li> <li>● Breaking accepted norms often give rise to new forms of artistic expression.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Identify various instruments, instrument families, tempo, and dynamics.</li> <li>● Perform the beat and rhythm of the song.</li> <li>● Create a score and perform while reading their score.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Performance testing for rhythm recognition</li> <li>● Performance testing for pitch matching skills</li> <li>● Test on knowledge of dynamics</li> <li>● Test on elements of/memorization of the scale</li> </ul> <b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● Music Express student magazines</li> <li>● Music supplies</li> <li>● Musical instruments</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Music Express</li> <li>● Music K8</li> <li>● Activate Magazine</li> <li>● John Feirabend Music Curriculum</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> <li>● Pre/Post Tests in 1<sup>st</sup> Grade</li> </ul>	



**Differentiation:** Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

**Resources Provided:** N/A

Content Area: Elementary Music

Pacing Guide

Course Title: General Music and Art 1.2 History of the Arts and Culture	Grade Level: Kindergarten, First, and Second Grade Pacing Guide
<b>Concepts</b>	<b>Duration</b>
Identify the characteristics of two or more contrasting holiday songs. Sing the songs and discuss how they reflect the feeling of the holiday.	8 weeks
Identify the characteristics of singing games from two distinct cultures.	2 weeks

**Content Area:** Visual and Performing Arts

**Unit Title:** 1.2 History of the Arts and Culture

**Target Course/Grade Level:** K-2

**Unit Summary:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Primary interdisciplinary connections:**

- Language Arts
- Social Studies
- History
- Geography
- Physical Education

**21<sup>st</sup> century themes:** Global Awareness

**Unit Rationale:** The History and Culture of a community influences the artwork produced, which, in turn, impacts the quality of life for members of the community.

**Learning Targets**

**Standards:** 1.2 History of the Art and Culture

**Content Statements**

<ul style="list-style-type: none"> <li>• Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.</li> <li>• The function and purpose of art-making across cultures reflects societal values and beliefs.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.2.2.A.1	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.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How are the arts and culture connected?</li> <li>• How does my art influence and express my humanity?</li> <li>• What can we learn through the arts about culture both past and present?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The arts and culture are interconnected.</li> <li>• The arts help to give meaning to our lives.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Study famous works of art/music from various cultures.</li> <li>• Learn about artists/composers/musicians from various multicultural backgrounds.</li> <li>• Make a connection between historical events and the art/music that was then influenced by said events.</li> <li>• Learn about how art/music influenced various cultures.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Performance tests on various multicultural music</li> </ul>	
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>• Music Express student magazines</li> <li>• Music supplies</li> <li>• Musical instruments</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Music Express</li> <li>• Music K8</li> </ul>	

<ul style="list-style-type: none"> <li>● Activate Magazine</li> <li>● John Feirabend Music Curriculum</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>● Exit slips, Worksheets, Pre/Post Tests in 2<sup>nd</sup> grade</li> </ul>
<b>Differentiation:</b>
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>

Content Area: Elementary Music	
Course Title: General Music 1.3 Performance	Grade Level: Kindergarten, First, and Second Grade
<b>Concepts</b>	<b>Duration</b>
Clap and/or play various rhythms.	6 weeks
Identify terraced dynamics	2 weeks
Identify melodic direction as up or down.	5 weeks
Sing from basic notation with use of pitch, rhythm, dynamics, and tempo.	4 weeks
Play a steady beat with dynamics on instruments	4 weeks
Perform an ostinato using an un-pitched percussion instrument, with or without mallet.	3 weeks
On a single percussion instrument, use proper playing techniques to create different dynamics.	8 weeks
Perform on pitch, and echo songs with the teacher as the leader and the class/soloist as the echo.	6 weeks
Perform songs in proper head voice within the range of C4-C5.	8 weeks
Perform songs using proper posture in sitting and standing positions.	4 weeks
Perform songs using proper vocal techniques to vary dynamic levels.	4 weeks
Demonstrate the proper way to play instruments that are scraped, struck and shaken either using Orff instruments or using ordinary items from around the classroom or home.	8 weeks
Perform combinations of quarter, two eighths, half, tied, dotted half, whole notes, quarter rests and syncopated rhythms by clapping and counting aloud.	8 weeks

Read, sing/play various combinations of do-re-mi-sol-la, high do, low sol, low la from a five-line staff using quarter, two eighth, half, tied, dotted half, whole notes, syncopated rhythms and quarter rests.	4 weeks
On pitched barred instruments, read/perform melodies or ostinatos using do-re-mi-sol-la, high do, low sol, low la.	2 weeks

<b>Content Area:</b> Music
<b>Unit Title:</b> 1.3 Performance
<b>Target Course/Grade Level:</b> K-2
<b>Unit Summary</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Language Arts</li> <li>• Visual Arts</li> <li>• Mathematics</li> <li>• Social Studies (various cultures)</li> </ul>
<b>21<sup>st</sup> century themes:</b> Global Awareness
<b>Unit Rationale:</b> Students will gain the ability to read music from notation from simple and complex systems; students will learn to differentiate between various pitches, rhythms, dynamics, and tempos. Students will be able to decode musical scores, understand notation systems, have a strong working knowledge of the elements of music, and basic compositional concepts.
<b>Learning Targets</b>
<b>Standards</b> 1.3 Performance Strand B. Music
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.</li> <li>• Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.</li> <li>• Complex scores may include compound meters and the grand staff.</li> </ul>

<ul style="list-style-type: none"> <li>Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2.B.4	Vocalize the <u>home tone</u> of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
1.3.2.B.5	Improvise short tonal and rhythmic patterns over <u>ostinatos</u> , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> <li>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?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Gain the ability to read music from notation from simple and complex systems</li> <li>Differentiate between various pitches, rhythms, dynamics, and tempos.</li> <li>Decode musical scores</li> <li>Understand notation systems</li> </ul>	

<ul style="list-style-type: none"> <li>● Have a strong working knowledge of the elements of music</li> <li>● Understand basic compositional concepts.</li> <li>● Be able to play/perform on various Orff and other percussion instruments</li> <li>● Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</li> </ul>
<b>Evidence of Learning</b>
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Performance testing for rhythm recognition</li> <li>● Test on knowledge of dynamics</li> <li>● Test on elements of/memorization of the scale</li> <li>● Test on various musical signs/vocabulary</li> </ul>
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● Music Express student magazines</li> <li>● Music supplies</li> <li>● Musical instruments</li> </ul>
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Music Express</li> <li>● Music K8</li> <li>● Activate Magazine</li> <li>● John Feierabend Music Curriculum</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> </ul> Pre/Post Tests in 2 <sup>nd</sup> grade
<b>Differentiation:</b>
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>

Content Area: Elementary Music and Elementary Art Pacing Guide	
Course Title: General Music and Art 1.4 Aesthetic Responses & Critique Methodologies: Aesthetic Responses	Grade Level: Kindergarten, First, and Second Grade
<b>Concepts</b>	<b>Duration</b>

Identify the characteristics of two or more contrasting holiday songs. Sing the songs and discuss how they reflect the feeling of the holiday.	8 weeks
Demonstrate an understanding of the similarities and differences of children's singing games from different continents (e.g., North America, the African continent) by comparing and contrasting melody, rhythm, tempo, etc. in representative examples of culturally based music.	3 weeks
Create a short song that tells a story, which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.	3 weeks
List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.	4 weeks
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music	5 weeks
Listen to instrumental pieces that are based on familiar melodies. Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.	3 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week

Create a story to a piece of music that has contrasting dynamics or heavy accents. Use movement with the story to reflect the dynamics and accents as well as other musical elements.	2 weeks
Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these elements. Create and perform a short piece of music using metal and/or wood barred instruments, non- pitched percussion instruments, or homemade instruments to musically depict the chosen elements.	2 weeks
Describe the difference between two contrasting articulations and discuss how they affect the theme of the music.	1 week
Critique an audio or video recording of a performance by the class/ school performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve.	3 weeks
Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music.	4 weeks

<b>Content Area:</b> Visual and Performing Arts
<b>Unit Title:</b> 1.4 A Aesthetic Responses & Critique Methodologies: Aesthetic Responses
<b>Target Course/Grade Level:</b> K-2
<b>Unit Summary:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>● Language Arts</li> <li>● Social Studies (various cultures)</li> </ul>



<ul style="list-style-type: none"> <li>• History</li> <li>• Mathematics</li> </ul>	
<b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theatre, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result on knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.	
<b>Learning Targets</b>	
<b>Standards:</b> 1.4 A. Aesthetic Response	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you express yourself through the arts?</li> <li>• How are the elements used to express feelings and ideas?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The arts have the ability to create feelings.</li> <li>• The arts express humanity.</li> <li>• The arts help students make personal and artistic decisions.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Listen to several types of music and then decide their function based on its sound.</li> <li>• Listen to different music samples and compare and contrast stylistics characteristics.</li> <li>• Perform several different styles and genres of music.</li> </ul>	

Evidence of Learning	
<b>Summative Assessment:</b>	
<ul style="list-style-type: none"> <li>Venn diagram project comparing various styles/genres of music</li> </ul>	
<b>Equipment needed:</b>	
<ul style="list-style-type: none"> <li>Music Express student magazines</li> <li>Music supplies</li> <li>Musical instruments</li> </ul>	
<b>Teacher Resources:</b>	
<ul style="list-style-type: none"> <li>Music Express</li> <li>Music K8</li> <li>Activate Magazine</li> <li>John Feirabend Music Curriculum</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>Exit slips</li> <li>Worksheets</li> </ul>	
<b>Differentiation:</b>	
<ul style="list-style-type: none"> <li>Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>	

Content Area: Elementary Music	
1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies	Grade Level: Kindergarten, First, and Second Grade
Concepts	Duration
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week
Critique an audio or video recording of a performance by the class/ school-performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture,	3 weeks

following the director, interpretation) and identify which areas were successful, which needed improvement. Use the principles of positive critique to improve.	
---	--

<b>Content Area:</b> Visual and Performing Arts	
<b>Unit Title:</b> 1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies	
<b>Target Course/Grade Level:</b> K-2	
<b>Unit Summary:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies (various cultures)</li> <li>• History</li> <li>• Mathematics</li> </ul>	
<b>21<sup>st</sup> century themes:</b> Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, and Health Literacy	
<b>Unit Rationale:</b> Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of other. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.	
<b>Learning Targets</b>	
<b>Standards:</b> 1.4 Aesthetic Responses & Critique Methodologies B. Critique Methodologies	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</li> <li>• Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do we critique the arts? What makes a piece of music/artwork good or bad?</li> <li>● How do we make revisions and adjustments based on self-evaluation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Use knowledge to evaluate the arts.</li> <li>● Make informed decisions on the quality of a work of art.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Critique their performances.</li> <li>● Students will assess their musical ability based on a rubric of standards.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Concert critiques post-performance</li> </ul> <b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● Concert Recordings/video tapes</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● NA</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> <li>● Performance checklists</li> </ul>	
<b>Differentiation:</b>	
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>	

### ***Grades Third through Fourth Music Curriculum***

<b>Content Area: Elementary Music</b>
---------------------------------------

Course Title: General Music 1.1 Creative Process Pacing Guide	Grade Level: Third & Fourth
<b>Concepts</b>	<b>Duration</b>
Read, perform, and create rhythms using dotted-half and whole notes.	8 weeks
Identify, read, sing, and create melodic patterns using “sol,-la,-do-re-mi-so-la.”	5 weeks
Improvise a melody using the pentatonic scale, both vocally and instrumentally.	2 weeks
Compose a four bar melody in C-major.	3 weeks
Improvise a vocal melody in call-and-response form to a given instrumental prompt; compose, notate, and perform an 8-bar melody for barred instrument or recorder, using a variety of note values and pentatonic pitches, over an ostinato.	2 weeks
Improvise a melody over a diatonic scale, both vocally and instrumentally.	2 weeks

<b>Content Area:</b> Music
<b>Unit Title:</b> 1.1 Creative Process B. Music
<b>Target Course/Grade Level:</b> 3-4
<b>Unit Summary:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>● Physical Education.</li> <li>● Language Arts</li> <li>● Visual Arts</li> </ul>
<b>21<sup>st</sup> century themes:</b> Global awareness
<b>Unit Rationale:</b> In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time space and energy and the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationship with all content area curricula and their applications in daily life.
<b>Learning Targets</b>

<b>Standards:</b> 1.1 The Creative Process; Strand B: Music	
<b>Content Statements:</b> <ul style="list-style-type: none"> <li>• Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.</li> <li>• 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.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• What are the essential building blocks of music?</li> <li>• How does one use these building blocks to create original music?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Underlying structures in art can be found via analysis and inference.</li> <li>• Breaking accepted norms often give rise to new forms of artistic expression.</li> <li>• Music is a language that can be used to express feelings and emotions, as well as elicit them in the listener.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Students will be given creativity-based projects that include, but are not limited to, compositional strategies and improvisation.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>• Composition projects</li> <li>• Solo improvisation lessons</li> </ul> <b>Equipment needed:</b> <ul style="list-style-type: none"> <li>• Music Express student magazines</li> <li>• Music supplies</li> <li>• Musical instruments</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Music Express</li> <li>• Music K8</li> <li>• Activate Magazine</li> </ul>	

<ul style="list-style-type: none"> <li>• John Feirabend Music Curriculum</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>• In class performances</li> <li>• Concert performances</li> </ul>
<b>Differentiation:</b>
Modifications will be created based on the following: age, level, skill level, student IEP, student 504.

Content Area: Elementary Music Pacing Guide	
Course Title: General Music and Art 1.2 History of the Arts and Culture	Grade Level: Third and Fourth Pacing Guide
<b>Concepts</b>	<b>Duration</b>
Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance.	3 weeks
Identify the characteristics of singing games from two distinct cultures.	2 weeks
Research a significant musician from each of the following genres: classical, jazz, popular.	2 weeks
Teacher chooses three disparate genres of music (e.g., baroque, be-bop, traditional Japanese); students use a graphic organizer to describe the melodic, rhythmic, texture, timbral, and other characteristics of each genre.	3 weeks

<b>Content Area:</b> Visual and Performing Arts
<b>Unit Title:</b> 1.2 History of the Arts and Culture
<b>Target Course/Grade Level:</b> 3-4

<b>Unit Summary:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.		
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies</li> <li>• History</li> <li>• Geography</li> <li>• Physical Education</li> </ul>		
<b>21<sup>st</sup> century themes:</b> Global Awareness		
<b>Unit Rationale:</b> The History and Culture of a community influences the artwork produced, which, in turn, impacts the quality of life for members of the community.		
<b>Learning Targets</b>		
<b>Standards:</b> 1.2 History of the Art and Culture		
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Art and culture reflect and affect each other. Every artist has a style; every artistic period has a style.</li> <li>• Characteristic approaches to content, form, style, and design define art genres.</li> <li>• Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</li> </ul>		
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>	
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How are the arts and culture connected?</li> <li>• How does my art influence and express my humanity?</li> <li>• What can we learn through the arts about culture both past and present?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Culture affects self-expression, whether we realize it or not.</li> <li>• Every artist has a style; every artistic period has a style.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i>		



<ul style="list-style-type: none"> <li>● Study famous works of art/music from various cultures.</li> <li>● Learn about artists/composers/musicians from various multicultural backgrounds.</li> <li>● Make a connection between historical events and the art/music that was then influenced by said events.</li> <li>● Learn about how art/music influenced various cultures.</li> </ul>
<b>Evidence of Learning</b>
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Performance tests on various multicultural music</li> </ul>
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● Music Express student magazines</li> <li>● Music supplies</li> <li>● Musical instruments</li> </ul>
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Music Express</li> <li>● Music K8</li> <li>● Activate Magazine</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> </ul> Pre/Post Tests in 3 <sup>rd</sup> and 4th grade
<b>Differentiation:</b>
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>

Content Area: Elementary School Music	
Course Title: General Music 1.3 Performance Pacing Guide	Grade Level: Third & Fourth
<b>Concepts</b>	<b>Duration</b>
On Orff instruments perform melodies in duple and triple meter.	4 weeks
Read and sing melodies using note values from 8th note to whole note/rest.	8 weeks
Sing rounds/canons, partner songs, and call and response, using correct posture, vocal placement, and breathing technique.	6 weeks

Perform a different movement, use different percussion instruments or dynamics for each different section in AB, ABA, verse and refrain or rondo.	2 weeks
Perform songs or rounds, alone or with others using proper vocal placement and breathing techniques in the range of C4 – D5. Demonstrate proper posture and breathing techniques.	2 weeks

<b>Content Area:</b> Music
<b>Unit Title:</b> Performance
<b>Target Course/Grade Level:</b> 3-4
<b>Unit Summary</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Language Arts</li> <li>• Visual Arts</li> <li>• Mathematics</li> <li>• Social Studies (various cultures)</li> </ul>
<b>21<sup>st</sup> century themes:</b> Global Awareness
<b>Unit Rationale:</b> Active participation in the arts is essential to deepen understanding of the imaginative and creative processes of the arts as they relate to self and other. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.
<b>Learning Targets</b>
<b>Standards</b> 1.3 Performance Strand B. Music
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Complex scores may include compound meters and the grand staff.</li> <li>• Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.</li> </ul>

<ul style="list-style-type: none"> <li>• Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.</li> <li>• Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does creating and performing in the arts differ from viewing the arts?</li> <li>• 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?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> <li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Gain the ability to read music from notation from simple and complex systems</li> <li>• Differentiate between various pitches, rhythms, dynamics, and tempos.</li> <li>• Decode musical scores</li> <li>• Understand notation systems</li> <li>• Have a strong working knowledge of the elements of music</li> <li>• Understand basic compositional concepts.</li> <li>• Be able to play/perform on various Orff and other percussion instruments</li> <li>• Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</li> </ul>	
<b>Evidence of Learning</b>	

<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Performance testing for rhythm recognition</li> <li>● Test on knowledge of dynamics</li> <li>● Test on elements of/memorization of the scale</li> <li>● Test on various musical signs/vocabulary</li> </ul>
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● Music Express student magazines</li> <li>● Music supplies</li> <li>● Musical instruments</li> </ul>
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Music Express</li> <li>● Music K8</li> <li>● Activate Magazine</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> <li>● Pre/Post Tests in 3<sup>rd</sup>/4<sup>th</sup> grade</li> </ul>
<b>Differentiation:</b> <ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>

Content Area: Elementary Music and Elementary Art	
Course Title: General Music and Art Pacing Guide 1.4 A Aesthetic Responses	Grade Level: Third and Fourth
<b>Concepts</b>	<b>Duration</b>
Demonstrate how art communicates personal and social values and is inspired by imagination and frame of reference by titling an original scored or improvised piece of music and explaining its relevance.	2 weeks
Demonstrate ways art communicates ideas about personal and social values, and is inspired by imagination and frame of reference through discussion in response to three music compositions with common musical or extra-musical themes. Discuss how the composers'	2 weeks

personal lives and historical contexts are reflected in the music.	
Create a short song that tells a story which include the elements of music (e.g., dynamics, tempo, melodic direction, instrumentation) found in a piece (or a section of a piece) of program music.	3 weeks
List the musical elements (e.g., dynamics, meter, melody etc.) found in performances of seasonal songs (e.g., Halloween, winter, patriotic) and use them to make objective assessments of the appropriateness/effectiveness of the elements in conveying the intent of the song.	4 weeks
Critique the performance by the class or of a recording of a call and response song that allows the response to be created by the singer. Discuss the application and appropriateness of the musical elements employed in the song (e.g., melody, rhythm, dynamics and lyrics).	2 weeks
Describe two musical elements (e.g., tempo, rhythm, dynamics etc.) that correspond to the theme of a selected piece of music	5 weeks
Listen to instrumental pieces that are based on familiar melodies. Sing the melodies in their original forms. Discuss the origin of the original melodies and how they were used in the instrumental versions.	3 weeks
Compare/contrast two distinct interpretations of a piece of music. Post a list comparing the two versions.	1 week
Create a story to a piece of music that has contrasting dynamics or heavy accents. Use movement with the story to reflect the dynamics and accents as well as other musical elements.	2 weeks
Choose elements found in nature (e.g., snow, rain and thunder, wind). List the characteristics of the elements and how music can reflect the sound and/or feelings produced by these	2 weeks

elements. Create and perform a short piece of music using metal and/or wood barred instruments, non- pitched percussion instruments, or homemade instruments to musically depict the chosen elements.	
Describe the difference between two contrasting articulations and discuss how they affect the theme of the music.	1 week
Critique an audio or video recording of a performance by the class/ school-performing ensemble. Listen for all areas of performance (e.g., pitch, diction, breath support, proper vocal placement, vowel formation, posture, following the director, interpretation) and identify which areas were successful, which were in need of improvement. Use the principles of positive critique to improve.	3 weeks
Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music.	4 weeks

<b>Content Area:</b> Visual and Performing Arts
<b>Unit Title:</b> 4.1 A Aesthetic Responses & Critique Methodologies: Aesthetic Responses
<b>Target Course/Grade Level:</b> 3-4
<b>Unit Summary:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies (various cultures)</li> <li>• History</li> <li>• Mathematics</li> </ul>
<b>21<sup>st</sup> century themes:</b> Global Awareness
<b>Unit Rationale:</b> The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theatre, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to

works of art. These experiences result on knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.	
<b>Learning Targets</b>	
<b>Standards:</b> 1.4 A. Aesthetic Response	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</li> <li>• Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</li> <li>• Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you express yourself through the arts?</li> <li>• How are the elements used to express feelings and ideas?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The arts have the ability to create feelings.</li> <li>• The arts express humanity.</li> <li>• The arts help students make personal and artistic decisions.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Listen to several types of music and then decide their function based on its sound.</li> <li>• Listen to different music samples and compare and contrast stylistics characteristics.</li> <li>• Perform several different styles and genres of music.</li> </ul>	
<b>Evidence of Learning</b>	

<b>Summative Assessment:</b>
<ul style="list-style-type: none"> <li>● Venn diagram project comparing various styles/genres of music</li> </ul>
<b>Equipment needed:</b>
<ul style="list-style-type: none"> <li>● Music Express student magazines</li> <li>● Music supplies</li> <li>● Musical instruments</li> </ul>
<b>Teacher Resources:</b>
<ul style="list-style-type: none"> <li>● Music Express</li> <li>● Music K8</li> <li>● Activate Magazine</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> </ul>
<b>Differentiation:</b>
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>

Content Area: Elementary Music	
Course Title: General Music and Art Pacing Guide 1.4 .B Aesthetic Responses	Grade Level: Third and Fourth
<b>Concepts</b>	<b>Duration</b>
Using a rubric, objectively self-evaluate live or recorded solo performance.	2 weeks
Compare and contrast musical compositions based on similar themes.	4 weeks
Devise criteria for evaluating performances and compositions of self and others-Identify the instruments, rhythms, melodic patterns, etc. that convey the idea of a piece of music.	1 week
Research a significant musician from each of the following genres: classical, jazz, popular.	3 weeks
Analyze the importance of the musicians above, using appropriate terminology.	2 weeks



<b>Content Area:</b> Visual and Performing Arts	
<b>Unit Title:</b> 1.4.B Aesthetic Responses & Critique Methodologies: Critique Methodologies	
<b>Target Course/Grade Level:</b> 3-4	
<b>Unit Summary:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>Primary interdisciplinary connections:</b> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Social Studies (various cultures)</li> <li>• History</li> <li>• Mathematics</li> </ul>	
<b>21<sup>st</sup> century themes:</b> Global Awareness, Financial, Economic, Business and Entrepreneurial Literacy, Civic Literacy, and Health Literacy	
<b>Unit Rationale:</b> Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of other. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.	
<b>Learning Targets</b>	
<b>Standards:</b> 1.4 Aesthetic Responses & Critique Methodologies B. Critique Methodologies	
<b>Content Statements</b> <ul style="list-style-type: none"> <li>• Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</li> <li>• Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</li> <li>• Contextual clues are embedded in works of art and provide insight into artistic intent.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do we critique the arts? What makes a piece of music/artwork good or bad?</li> <li>● How do we make revisions and adjustments based on self-evaluation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Use knowledge to evaluate the arts.</li> <li>● Make informed decisions on the quality of a work of art.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Critique their performances.</li> <li>● Students will assess their musical ability based on a rubric of standards.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> <ul style="list-style-type: none"> <li>● Concert critiques post-performance</li> </ul>	
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● Concert Recordings/video tapes</li> </ul>	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● NA</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● Worksheets</li> <li>● Performance checklists</li> </ul>	
<b>Differentiation:</b>	
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill level, student IEP, student 504.</li> </ul>	

### ***Grade Five General Music Curriculum***

Content Area: Music	
Course Title: 5 <sup>th</sup> Grade General Music Cycle Course of One Marking Period Approximately 10 weeks	Grade Level: 5 <sup>th</sup> Grade Pacing Guide

<b>Introduction to Keyboard</b> Standard 1.3.b	4 classes
<b>Piano Basics</b> Standard 1.3.b	4 classes
<b>Introduction to Songwriting</b> Standard 1.1.b & 1.3	4 classes
<b>Garage band</b> Standard 1.1.b & 1.3	6 classes
<b>ABA Songs &amp; Garageband stories</b> Standard 1.1.b, 1.1.c, 1.3.b, & 1.4.b	3 classes
<b>Storytelling</b> Standard 1.1.b, 1.1.c, 1.3.b, and 1.4.b	3 classes

<b>Content Area: Music</b>
<b>Unit Title:</b> General Music
<b>Target Course/Grade Level:</b> 5 <sup>th</sup> Grade General Music and Chorus
<p><b>Unit Summary:</b> Students will learn basic concepts of music through piano and vocal performance. Students will also listen and respond to music and compose their own original works.</p> <p><b>Primary interdisciplinary connections:</b> reading skills, writing skills, history, physical education</p> <p><b>21<sup>st</sup> century themes:</b> Global awareness, civic literacy, health literacy</p>
<p><b>Unit Rationale</b> In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time space and energy and the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationship with all content area curricula and their applications in daily life.</p>
<b>Learning Targets</b>
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>● <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> </ul>

- **1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art

#### **Content Statements**

- Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
- 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.
- Art and culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design define art genres.
- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.
- Complex scores may include compound meters and the grand staff.
- Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
- Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
- Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

<ul style="list-style-type: none"> <li>• While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.</li> <li>• Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.</li> <li>• Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., who was the creator? What purpose does the artwork serve? Who is the intended audience?).</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What elements are required to create a proper vocal sound?</li> <li>● What role do students and conductors play in the musical interpretation of a composition?</li> <li>● What musical elements are required to perform a composition as a composer intended?</li> <li>● What roles do the student and conductor play in the musical interpretation of a composition?</li> <li>● How does studying a musical instrument challenge you to perform in other subject areas?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The performing arts provide a window to a world of emotional, abstract and creative experiences.</li> <li>● Becoming a performing artist takes more than talent - It takes perseverance and dedication through intricate training.</li> <li>● Music is a form of communication.</li> <li>● Anyone can learn to sing, play and perform music.</li> </ul> </div> </div>	
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Sing concert selections with proper techniques</li> <li>● Define vocabulary terms associated with singing and playing instruments</li> <li>● Study different parts of the instrument</li> <li>● Listen and respond to performances- either of themselves or of others</li> <li>● Discover the capabilities of the piano, keyboard, and voice</li> <li>● Compose original music on the piano</li> <li>● Compose original music with the Chromebook</li> <li>● Recognize different musical forms</li> <li>● Demonstrate basic music literacy through performance</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Performances <b>Equipment needed:</b> Chromebook, Smartboard, piano, CDs <b>Teacher Resources:</b>	

<ul style="list-style-type: none"> <li>Piano, keyboards, Chromebooks, piano books, music,</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Class participation, class discussion, tests/quizzes, self-assessment, student demonstration, peer critiques, listening journals</li> </ul>
<b>Differentiation</b> Students will work at their own pace in the general music classroom. Grading is participation based.
<b>Resources Provided</b> Pianos, piano books, music, Chromebooks,

### ***Grade Six General Music Curriculum***

Content Area: Music	
Course Title: 6 <sup>th</sup> Grade General Music Cycle Course of One Marking Period Approximately 10 weeks  Pacing Guide	Grade Level: 6 <sup>th</sup> Grade
<b>Introduction to Reading Music Notation</b> <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	2 classes
<b>Reading basics Rhythms</b> <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	3 classes
<b>Whole, Half, Quarter, and Eighth Notes</b> <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	3 classes
<b>Understanding Notes on a Staff</b> <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	3 classes
<b>Chord Structures</b> <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	2 classes
<b>Basics of Creating a Song in Garage band</b>	5 classes

<b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	
<b>Creating a Movie in iMovie</b> <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, & 1.3.5.B.1	6 classes

<b>Content Area: General Music</b>
<b>Unit Title:</b> 6 <sup>th</sup> Grade General Music
<b>Target Course/Grade Level:</b> 6 <sup>th</sup> Grade
<p><b>Unit Summary:</b> All students will demonstrate an understanding of basic music notation and basic music creation.</p> <p><b>Primary interdisciplinary connections:</b> Language Arts-Common Core Standards for English Language Arts</p> <ul style="list-style-type: none"> <li>• <a href="http://www.corestandards.org/ela-literacy">www.corestandards.org/ela-literacy</a></li> <li>• Math Common core State Standards are aligned and incorporated into the Science Curriculum <a href="http://www.corestandards.org/Math">www.corestandards.org/Math</a></li> <li>• 21<sup>st</sup> century themes: Learning And Innovation Skills</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information, Media, Technology Skills</li> <li>• Information Literacy</li> <li>• Life and Career Skills</li> <li>• Flexibility and Adaptation</li> <li>• Initiative and Self-direction</li> <li>• Social and Cross-cultural skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> <li>• <a href="http://www.state.nj.us/education/cccs/standards/9/">www.state.nj.us/education/cccs/standards/9/</a></li> </ul>
<p><b>Unit Rationale:</b> In order to understand music, they must learn the basics.ie. distinguish notes on staff lines, read basic notation, such as whole, half, quarter and eight notes and rests. The students' ability to perform on the piano is personally fulfilling and allows the student an alternative vehicle to express themselves. Creating music on garage band is learning about chord structure, melodies, rhythms, etc.</p> <p>Creating movies on iMovie is learning how there are many steps in creating a movie.ie. soundtracks, voice overs, the editing process, etc.</p>
<b>Learning Targets</b>
<b>Standards:</b>



<ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>● <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art</li> <li>●</li> </ul>	
<p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>● Common, recognizable musical forms often have characteristics related to specific cultural traditions. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</li> <li>● Western, non-Western, and avant-garde notation systems have distinctly different characteristics. Stylistic considerations vary across genres, cultures, and historical eras.</li> <li>● Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</li> <li>● 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 music.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3.5.B.1	Sing or play music from complex notation systems in treble and bass clef, mixed meter and compound meter.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, melodic and harmonic progressions, and differentiate basic structures.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What are the basics of reading music notation?</li> <li>● What are the basics of creating a song on Garage Band?</li> <li>● What are the basics of creating a movie with iMovie?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● The basics of reading music notation are in the understanding of basic rhythms, (such as whole, half, quarter and eighth notes and rests) and understanding the notes on the staves.</li> <li>● The basics of creating a song on Garage Band include knowledge of rhythms, chord structures and melodies.</li> </ul>

	<ul style="list-style-type: none"> <li>● The basics of creating a movie needs knowledge of filming, voice overs, soundtracks and editing</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Prove that they are able to read basic notation and rhythms.</li> <li>● Prove that they can create a song on Garage Band using rhythms, chords and a melody.</li> <li>● Prove that they can shoot a movie, (such as Aesop’s Fables), create a voice over, create a soundtrack using Garage Band</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Evaluation will be on going throughout the semester, ie. performing for the teacher and getting critiqued by their peers. <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Alfred D’Auberge lesson book 1, 2, 3</li> <li>● Garage Band on Chromebooks</li> <li>● iMovie on Chromebooks</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student Participation</li> <li>● Listening Skills</li> <li>● Peer critiques</li> </ul>	
<b>Differentiation:</b> All learners are given proper guidance within their strengths. If their needs are to adapt the music to their level, it is adapted.	

### ***Grade Seven General Music Curriculum***

Content Area: General Music	
Course Title: 7 <sup>th</sup> Grade General Music Cycle Course of One Marking Period Approximately 10 weeks	Grade Level: 7 <sup>th</sup> Grade Pacing Guide
<b>Introduction to World Music</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	2 classes
<b>Listening Basic</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	3 classes
<b>Show and Tell</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	3 classes
<b>More on Africa</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	3 classes

<b>Galiah Geeche Poems</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	2 classes
<b>Intro to World Music Project &amp; Research</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	6 classes
<b>Native American Music</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	5 classes

<b>Content Area: Music</b>
<b>Unit Title:</b> World Music
<b>Target Course/Grade Level:</b> 7 <sup>th</sup> Grade General Music
<b>Unit Summary:</b> Students will explore many different types of music from around the world. <b>Primary interdisciplinary connections:</b> History, writing skills <b>21<sup>st</sup> century themes:</b> Global awareness, civic literacy, health literacy
<b>Unit Rationale:</b> All music has a place in the curriculum. Western music is the main focus of most music education. Culturally responsive teaching excites students and helps them understand the diverse world in which we live. Through this course, students will learn to appreciate and accept people of all backgrounds.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>● <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art</li> </ul>
<b>Content Statements</b> <ul style="list-style-type: none"> <li>● Common, recognizable musical forms often have characteristics related to specific cultural traditions.</li> <li>● Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</li> <li>● Technological changes have and will continue to substantially influence the development and nature of the arts.</li> </ul>

- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
- The arts reflect cultural mores and personal aesthetics throughout the ages.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- 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 music.
- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
- Symbolism and metaphor are characteristics of art and art-making.
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.		
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.		
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.		
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.		
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.		
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why should we respect music if we don’t like the way it sounds?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Music is such an integral part of the human experience</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why should we respect music if we don’t like the way it sounds?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Music is such an integral part of the human experience</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why should we respect music if we don’t like the way it sounds?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Music is such an integral part of the human experience</li> </ul>		

<ul style="list-style-type: none"> <li>● Is there good and bad music?</li> <li>● How does music elicit emotion?</li> <li>● How does music communicate?</li> <li>● In what ways have people used music to express their values and describe their experiences?</li> <li>● How do music and history influence each other?</li> <li>● How does culture affect music?</li> <li>● Why is music such an integral part of the human experience?</li> <li>● Does a performance have to be public to be meaningful?</li> <li>● What criteria do we use to evaluate a performance?</li> <li>● How does the style of the music affect the behavior of the audience?</li> </ul>	<ul style="list-style-type: none"> <li>● People use music to express their values and describe their experiences</li> <li>● Playing instruments is a fundamental and universal form of expression</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Respond to diverse musical compositions</li> <li>● Develop an appreciation for music from many countries</li> <li>● Compose original arrangements with instruments</li> <li>● Perform individually and in groups with a variety of instruments</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Research project, compositional tasks	
<b>Equipment needed:</b> Chromebook, Smartboard, piano, CDs	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Chromebooks, instruments</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Listening journals, writing prompt,</li> </ul>	
<b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students of all levels can participate in this course. Students can work individually and in groups and are given as much time as needed to create compositions.</li> </ul>	
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>● Chromebooks, instruments</li> </ul>	

### ***Grade Eight General Music Curriculum***

Content Area: General Music	
Course Title: 8 <sup>th</sup> Grade General Music Cycle Course of One Marking Period Approximately 10 weeks	Grade Level: 8 <sup>th</sup> Grade Pacing Guide
<b>Introduction to World Music</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	2 classes
<b>Listening Basic</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	3 classes
<b>Show and Tell</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	3 classes
<b>More on Africa</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	3 classes
<b>Galiah Geeche Poems</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	2 classes
<b>Intro to World Music Project &amp; Research</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	6 classes
<b>Native American Music</b> Standards: 1.1.b, 1.2.a, 1.3.b, 1.4.a	5 classes

<b>Content Area: Music</b>
<b>Unit Title:</b> World Music
<b>Target Course/Grade Level:</b> 8 <sup>th</sup> Grade General Music
<b>Unit Summary:</b> Students will explore many different types of music from around the world. <b>Primary interdisciplinary connections:</b> History, writing skills <b>21<sup>st</sup> century themes:</b> Global awareness, civic literacy, health literacy
<b>Unit Rationale:</b> All music has a place in the curriculum. Western music is the main focus of most music education. Culturally responsive teaching excites students and helps them understand the diverse world in which we live. Through this course, students will learn to appreciate and accept people of all backgrounds.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> </ul>

- **1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art

#### **Content Statements**

- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
- The arts reflect cultural mores and personal aesthetics throughout the ages.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- 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 music.
- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
- Symbolism and metaphor are characteristics of art and art-making.
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.



<ul style="list-style-type: none"> <li>● Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</li> <li>● Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</li> <li>● Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
<div> <div> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why should we respect music if we don’t like the way it sounds?</li> <li>● Is there good and bad music?</li> <li>● How does music elicit emotion?</li> <li>● How does music communicate?</li> <li>● In what ways have people used music to express their values and describe their experiences?</li> <li>● How do music and history influence each other?</li> <li>● How does culture affect music?</li> <li>● Why is music such an integral part of the human experience?</li> <li>● Does a performance have to be public to be meaningful?</li> <li>● What criteria do we use to evaluate a performance?</li> <li>● How does the style of the music affect the behavior of the audience?</li> </ul> </div> <div> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Music is such an integral part of the human experience</li> <li>● People use music to express their values and describe their experiences</li> <li>● Playing instruments is a fundamental and universal form of expression</li> </ul> </div> </div>	
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Respond to diverse musical compositions</li> <li>● Develop an appreciation for music from many countries</li> <li>● Compose original arrangements with instruments</li> </ul>	

<ul style="list-style-type: none"> <li>● Perform individually and in groups with a variety of instruments</li> </ul>
<b>Evidence of Learning</b>
<b>Summative Assessment</b> Research project, compositional tasks
<b>Equipment needed:</b> Chromebook, Smartboard, piano, CDs
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Chromebooks, instruments</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Listening journals, writing prompt,</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students of all levels can participate in this course. Students can work individually and in groups and are given as much time as needed to create compositions.</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>● Chromebooks, instruments</li> </ul>

### ***Instrumental Music***

Content Area: Instrumental Music	
Course Title: Band	Grade Level: 5 <sup>th</sup> Grade
Instrumental Music Pacing Guide	Band
<b>Unit: Introduction to My Instrument.</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.3, 1.3.5.B.4	1 <sup>st</sup> Marking Period
<b>Unit: Identify the Basics of Tone</b> A. Woodwind B. Brass C. Percussion	2 <sup>nd</sup> Marking Period

<b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.3, 1.3.5.B.4	
<b>Unit: Reading Basic Music Notation</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.3, 1.3.5.B.4	3 <sup>rd</sup> Marking Period
<b>Unit: Music Reading Skills</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.5.B.1, 1.1.5.B.2, 1.3.5.B.1, 1.3.5.B.3, 1.3.5.B.4	4 <sup>th</sup> Marking Period

<b>Content Area: Instrumental Music</b>
<b>Unit Title:</b> Band
<b>Target Course/Grade Level:</b> 5 <sup>th</sup> Grade
<b>Unit Summary:</b> <ul style="list-style-type: none"> <li>On a voluntary basis, students in 5<sup>th</sup> grade are given the opportunity to select an instrument for study. Students will be introduced to the instruments, which are currently taught in the school. Through observation of performances by the school's band, through demonstration and counseling from the instrumental music teacher and with consultation with parents, the child is helped to choose which instrument he/she will study. The child will already have experienced playing the recorder as part of the vocal program at the elementary level. Through demonstration from The Music Shop and suggestions from the band director, the student is helped to choose which instrument that they will play in the 5<sup>th</sup> grade band.</li> <li>After selecting an instrument, the student will learn how to assemble and properly care for it. All beginning musicians will start their musical journey in a designated method book. In addition to the method book, using the computer assisted notation program Finale, materials used in class will include teacher generated technique building, rhythm and scale exercises. The band director will also create or find arrangements of simple songs.</li> <li>All students will begin work in a Method Book, which will be chosen by the band director. Lesson books and materials used in instrumental classes will include, but are not restricted to: folk tunes, patriotic songs, studies and various technique building exercises which</li> </ul>

<p>address problems characteristic to a particular instrument Each student will receive one homogeneously grouped lesson per week.</p> <ul style="list-style-type: none"> <li>● Band rehearsals will begin at the discretion of the instructor based on the rate of progress made by the group as a whole. The band rehearsals are organized so that each major group of instruments has a rehearsal alone for 30 minutes, followed by a 30-minute group rehearsal of the full band.</li> <li>● Each student will receive one group lesson a week, (lessons are 30 minutes in length) and one band period a week, (also 30 minutes in length). Students will perform in 2 concerts, one in December and one in May.</li> </ul>
<p><b>Primary interdisciplinary connections:</b> Language Arts-Common Core Standards for English Language Arts  <a href="http://www.corestandards.org/ela-literacy">www.corestandards.org/ela-literacy</a>  Math Common core State Standards are aligned and incorporated into the Science Curriculum  <a href="http://www.corestandards.org/Math">www.corestandards.org/Math</a></p>
<p><b>21<sup>st</sup> century themes:</b></p> <ul style="list-style-type: none"> <li>● Learning and Innovation Skills</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information, Media, Technology Skills</li> <li>● Information Literacy</li> <li>● Life and Career Skills</li> <li>● Flexibility and Adaptation</li> <li>● Initiative and Self-direction</li> <li>● Social and Cross-cultural skills</li> <li>● Productivity and Accountability</li> <li>● Leadership and Responsibility</li> <li>● <a href="http://www.state.nj.us/education/cccs/standards/9/">www.state.nj.us/education/cccs/standards/9/</a></li> </ul>
<p><b>Unit Rationale:</b> Music has always been a way for humans to communicate and express their feelings. Music also has been used to reflect the era in which it was written in. Each era brought us a new body of literature to perform. The students’ ability to play this music and perform on an instrument is personally fulfilling and allows the student an alternative vehicle to express themselves.</p>
<p style="text-align: center;"><b>Learning Targets</b></p>
<p><b>Standards</b></p> <p>1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.</p>

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art

### Content Statements

- Complex scores may include compound meters and the grand staff.
- Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.
- Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill. 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.

CPI #	Cumulative Progress Indicator (CPI)
1.3.5.B.1	Sing or play music from complex notation systems in treble and bass clef, mixed meter and compound meter.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release and balance in musical compositions.
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, melodic and harmonic progressions, and differentiate basic structures.

### Unit Essential Questions

- How do I assemble and care for my instrument?
- How do I take care of my instrument?
- What are the basics of tone, quality and production through diaphragmatic breathing, embouchure formation and proper articulation
- How do I read music?

### Unit Enduring Understandings

- Proper care and assembly for instrument will be introduced the first few weeks of band class
- A demonstration of the way to properly care for each unique instrument will also be during the first few weeks of band.
- It is important to take into consideration your posture, breathing and mouth/hand position when playing an instrument.
- Music is read on a staff and rhythm is determined by what the note looks like drawn

	on paper; i.e./quarter note verses eighth note; more detailed description will be presented in band class
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Demonstrate proper instrument assembly.</li> <li>● Demonstrate proper playing position. Identify the basics of tone, quality and production through diaphragmatic breathing, embouchure formation and proper articulation (“tu” and “du” attack).</li> <li>● Demonstrate proper instrument care and maintenance.</li> <li>● Achieve rudimentary reading skills</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Teacher observation, and student participation- quarterly assessment <b>Equipment needed:</b> woodwind, brass, or percussion instrument <b>Teacher Resources:</b> Method book & Ed Sueta lesson book 1	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Student Participation</li> <li>● Listening Skills</li> <li>● Attendance at Concert</li> <li>● Schedule following</li> <li>● Attendance at rehearsals</li> </ul>	
<b>Differentiation:</b> <ul style="list-style-type: none"> <li>● All learners are given proper guidance within their strengths. If their needs are to adapt the music to their level, it is adapted.</li> </ul>	

Lessons	
<b>Woodwinds</b>	<ul style="list-style-type: none"> <li>● Recognize and perform simple melodies bearing the flowing key signatures: Flute – B flat and E flat Major -- Clarinet – C and F Major -- Saxophone – G and D Major.</li> <li>● Recognize and perform simple melodies composed in the following musical forms: AABA: ABA: Theme and Variation: Canon.</li> <li>● Recognize and perform simple melodies composed in the following meter/time signatures: 4/4 ( C ) : 2/4: 3/4, as well as music composed in multiple keys.</li> <li>● Practice and perform simple melodies using: half, dotted half, quarter, dotted quarter, and eighth notes and corresponding rests.</li> </ul>

	<ul style="list-style-type: none"> <li>● Introduce students to practicing and performing in a solo, beginning band, orchestra or ensemble group setting.</li> <li>● Learn the symbols for accidentals (sharps, flats, and natural signs)</li> <li>● Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al Fine: pick-up: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli.</li> <li>● Understand the fingerings and proper tone production techniques for pitches within the following ranges: Grade three: flute – G –B flat2, clarinet – F.-B flat, saxophone – D G1. Grade four: flute – D flat2, clarinet – F to C to G1, saxophone – D –C1.</li> <li>● Recognize and perform the following notes: sixteenth, eighth, dotted eighth and triplet.</li> <li>● Recognize and perform music literature composed in a variety of forms. Recognize and perform music literature composed in the following new time/ meter signatures: 2/2 (alla breve): 6/8.</li> <li>● Recognize and perform music literature composed in the following new time/ meter signatures: 2.2 (alla breve): 6/8.</li> <li>● Students should aim to play at least one scale in two octaves.</li> <li>● Recognize and perform music literature composed in the following new time/ meter signatures: 2.2 (alla breve): 6/8.</li> <li>● Continue to identify through practice the following notes: whole, half, dotted half, quarter, dotted quarter, eighth and sixteenth notes, and the corresponding rests.</li> <li>● Practice and perform more advanced music literature within such settings as solo, small ensemble and band.</li> <li>● Perform examples of more advanced music literature bearing the following key signatures as well as those composed in multiple keys: Flute: C, F, B flat, E flat. Clarinet: C, D, G, F. Saxophone: C, G, D, B Flat.</li> <li>● To review and perform music in the following meters: 2.4, 3.4, 4.4. To review fingerings and proper tone production techniques for pitches within the following ranges: D-F2, EC2, C-D2.</li> </ul>
<b>Brass</b>	<ul style="list-style-type: none"> <li>● Recognize and perform the following notes: sixteenth, eighth, dotted eighth, triplet.</li> <li>● Recognize and perform music literature in a variety of forms</li> <li>● Recognize and perform music literature composed in the following new time/meter 2/2 (alla breve) 6/8 Reinforce the recognition of the following musical terms/symbols in practice and performance: staff: treble clef: measure: bar line: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al</li> </ul>



	<p>Fine: pick-up: divisi: duet: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli: accidental.</p> <ul style="list-style-type: none"> <li>Continue to identify through practice and performance the following notes: whole, half, dotted half, quarter, dotted quarter, eighth and sixteenth notes and the corresponding rests.</li> <li>Practice and perform more advanced music literature bearing the following signatures as well as those composed in multiple keys: Trumpet: C,G,F French Horn: C,Bflat,F,Eflat Trombone/Baritone horn: F,Bflat,C,Eflat</li> <li>Review and perform music in the following meters: 2/4, 3/ 4, 4/4.</li> <li>Review fingerings and proper tone production techniques for pitches within the following ranges and extend the playing range to the notes within the parentheses: Trumpet: A – E1. French Horn: A – (F1). Trombone/ Baritone Horn: G-D.</li> <li>Perform the following scales and arpeggios from memory and perform at one chromatic scale in one octave, going up and down: Trumpet: C: G:D and C Chromatic and F Chromatic by June. French Horn: C: B flat: D: C Chromatic and F Chromatic by June. Trombone and Baritone Horn: B Flat: F: C: B Flat Chromatic.</li> <li>Recognize and perform simple melodies composed in the following musical forms: AABA:ABA: Theme Variation: Canon.</li> <li>Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: staff: treble clef: measure: bar line: double bar line: breath mark: fermata: repeat sign: slur: flat: sharp: natural: first and second endings: D.C. al Fine: pick-up: chromatic: tempi (Andante, Moderato, Allegro): tutti: solo/soli: bass clef (trombone/baritone horn).</li> </ul>
<b>Percussion</b>	<ul style="list-style-type: none"> <li>Recognize and implement the following musical terms/symbols in the practice and performance of rudimentary pieces: staff: percussion clef: measure: bar line: double bar line: fermata: repeat sign: slur: tie: first and second endings: D.C. al Fine: pick-up: divisi: duet: tutti: solo/soli: accent.</li> <li>Recognize and perform simple rhythmic accompaniments composed in the following musical forms: AABA: ABA: Theme and Variation: Canon.</li> <li>Perform the following rudiments from memory: single-stroke roll: long roll: 5, 7 and 9 stroke roll: flam: flam tap: flam accent (all right and left): single flam paradiddle (flamadiddle) and rebound.</li> <li>Provide rudimentary playing experience and music reading skills for the sleigh bells, triangle, suspended cymbal and crash cymbals.</li> <li>Recognize and perform simple rhythmic accompaniments composed in the following meter/time signatures: 4/4 (C ): 2/4: 3 /4.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognize and implement the following musical terms/symbols in the practice and performance of more advanced pieces: staff, bass clef, measure, bar line, double bar line, fermata, repeat sign, slur, tie, first and second endings, D.C. al Fine, pick-up, duet, tutti, solo/soli, accent.</li> <li>Implement in performance the following expressive/ dynamic markings: p, f, mp, mf, crescendo and decrescendo.</li> <li>Continue to recognize and perform the following notes and corresponding rest values: whole, half, quarter, eighth. Introduce the following notes: sixteenth, eighth, dotted eighth, triplet.</li> <li>Perform the following rudiments from memory: single-stroke roll, long roll (5, 7 and 9 stroke roll), flam (right and left), single flam paradiddle (flamadiddle) and rebound.</li> <li>Introduce the following rudiments (to be performed from memory): long roll (13 and 17 stroke), flam accent No. 1 and 2, ruff, (3 and 4 stroke), triplets, eighth and sixteenth note values.</li> <li>Continue to provide playing experience and music reading skills for the sleigh bells, triangle, suspended cymbals and other instruments as needed by the ensemble.</li> </ul>
<b>Teacher Notes</b> <ul style="list-style-type: none"> <li>By May, all clarinet students will understand the logic and mechanics for “crossing the break”. Students will begin to incorporate this skill into their daily practice and study.</li> <li>Students should aim to play at least one scale in two octaves</li> </ul>	

Content Area: Music	
Course Title: Instrumental Music Pacing Guide	Grade Level: 6 <sup>th</sup> Grade Band
<b>Unit: Playing Techniques</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>1<sup>st</sup> Marking Period</b>
<b>Unit: Sight Reading</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>2nd Marking Period</b>

<b>Unit: Forms of Music</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>3<sup>rd</sup> Marking Period</b>
<b>Unit: Intonation</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>4<sup>th</sup> Marking Period</b>

<b>Content Area: Instrumental Music</b>
<b>Unit Title:</b> 6 <sup>th</sup> Grade Band
<b>Target Course/Grade Level:</b> 6 <sup>th</sup> Grade
<p><b>Unit Summary:</b></p> <p>Emphasis for 6<sup>th</sup> grade band will be placed on students becoming aware of good ensemble properties, such as balance blend and specific stylistic skills. Above all, students will be made aware of their responsibilities towards the performing group as a whole and of the concept of “esprit de corps.” The above concepts will be incorporated into the curriculum along with the addition of more complex time signatures and rhythmic values. Students will continue to attend lessons every six days and lesson time will be spent working with method books, handouts and various other materials chosen/arranged by the director. Students will attend one band rehearsal per six-day cycle. Students in Level 3 of Instrumental Music study will utilize the following thinking skills: comprehend, demonstrate, recall, name, memorize, apply, and identify. There will be a greater focus on demonstrate, recall, name, memorize, apply, and identify. There will be a greater focus on “linguistics” as they apply to musical terminology. The following “workplace readiness” concepts will be in evidence: organize, synthesize and evaluate information, work cooperatively, use time efficiently and apply study skills. The inceptions of evaluate own accomplishments and (provide constructive criticism) will begin to give students an awareness of listening skills.</p> <p>Each student will receive one group lesson a week, (lessons are 30 minutes in length) and one band period a week, (also 30 minutes in length). Students will perform in 2 concerts, one in December and one in May.</p> <p><b>Primary interdisciplinary connections:</b> Language Arts-Common Core Standards for English Language Arts</p>

[www.corestandards.org/ela-literacy](http://www.corestandards.org/ela-literacy)

Math Common core State Standards are aligned and incorporated into the Science Curriculum  
[www.corestandards.org/Math](http://www.corestandards.org/Math)

**21<sup>st</sup> century themes:**

- Learning And Innovation Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media, Technology Skills
- Information Literacy
- Life and Career Skills
- Flexibility and Adaptation
- Initiative and Self-direction
- Social and Cross-cultural skills
- Productivity and Accountability
- Leadership and Responsibility
- [www.state.nj.us/education/cccs/standards/9/](http://www.state.nj.us/education/cccs/standards/9/)

**Unit Rationale:** Music has always been a way for humans to communicate and express their feelings. Music also has been used to reflect the era in which it was written in. Each era brought us a new body of literature to perform. The students' ability to play this music and perform on an instrument is personally fulfilling and allows the student an alternative vehicle to express themselves.

**Learning Targets**

**Standards**

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

**Content Statements**

- Common, recognizable musical forms often have characteristics related to specific cultural traditions. Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics. Stylistic considerations vary across genres, cultures, and historical eras.

<ul style="list-style-type: none"> <li>• Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</li> <li>• 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 music.</li> </ul>			
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.		
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I improve my playing technique?</li> <li>• How often should I rehearse?</li> <li>• What are some forms of music I will play?</li> <li>• What is intonation?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>• Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I improve my playing technique?</li> <li>• How often should I rehearse?</li> <li>• What are some forms of music I will play?</li> <li>• What is intonation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>• Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I improve my playing technique?</li> <li>• How often should I rehearse?</li> <li>• What are some forms of music I will play?</li> <li>• What is intonation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>• Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Develop and refine the techniques needed in a performing ensemble</li> <li>• Have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style</li> <li>• Develop a sense of cooperation and sharing through ensemble performance</li> <li>• Learn the rehearsal techniques necessary for instrumental performance</li> <li>• Understand a variety of contrasting styles and forms of music</li> <li>• Further expand the knowledge of musical reading and notation</li> <li>• Gain self-motivation and self-discipline through working in an ensemble situation</li> </ul>			

<ul style="list-style-type: none"> <li>● Improve instrumental technique</li> <li>● Play with proper tone, intonation and balance</li> <li>● Play both solo and as a member of the ensemble</li> <li>● Sight read</li> <li>● Respect the values of others</li> <li>● Maintain a positive self-image and concern and respect for others</li> <li>● Appreciate cultural similarities and differences</li> </ul>
<b>Evidence of Learning</b>
<p><b>Summative Assessment:</b>  <b>Assessment will be quarterly based on the following:</b></p> <ul style="list-style-type: none"> <li>● Teacher supplied materials</li> <li>● Sectional rehearsals</li> <li>● Communication through private instructors</li> <li>● Use of audio-visual materials</li> <li>● Lectures Style analysis</li> <li>● Repertoire analysis</li> </ul> <p><b>Equipment needed:</b> woodwind, brass and percussion instruments</p> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Ed Sueta lesson book 1</li> <li>● Teacher generated selections from the notation computer program Finale</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Active class participation</li> <li>● Periodic individual auditions</li> <li>● Individual final examinations</li> <li>● Section evaluations</li> <li>● Lesson Plans</li> </ul>
<p><b>Differentiation:</b> All learners are given proper guidance within their strengths. If their needs are to adapt the music to their level, it is adapted.</p>
<p><b>Resources Provided:</b> Rewritten music teacher generated from the notation computer program Finale.</p>

<b>Assessments and Activities</b>
-----------------------------------

Lessons	
<b>Woodwinds</b>	<ul style="list-style-type: none"> <li>● Continue to recognize through practice and performance music composed in the following keys, as well as in multiple keys: Flute – C, F, B Flat, E Flat, A Flat, Clarinet – C, G, D, F, B Flat, Saxophone – C, G, D, A, B Flat.</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to recognize and realize through practice and performance, music literature composed in the following meters as well as in multiple meters: 4/4 (C ), 2/4, 3/ 4, 2/2, 6/8 and 9/8</li> <li>Further develop through practice and performance the durational values presented in 5<sup>th</sup> grade</li> <li>Further student exposure to music literature composed in a variety of forms</li> <li>Continue to recognize and realize through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo and decrescendo</li> <li>Students will perform the following scales and arpeggios from memory: Flute – c/Bb (1 8va), F/E Flat (2 8 va), B Flat Chromatic, Clarinet – C, G, D, F, B Flat (1 8 va), F, G (2 8 va), F Chromatic, Saxophone – G, D, C ( 1 8 va), C (2 8 va), G Chromatic</li> </ul>
<b>Brass</b>	<ul style="list-style-type: none"> <li>Continue to recognize through practice and performance music composed in the following keys as well as in multiple keys: Trumpet – C, G, D, F, French Horn – C, B Flat, D, F, Trombone/Baritone Horn - B Flat, F, C, E Flat.</li> <li>Continue to recognize and realize through practice performance music literature composed in the following meters as well as in multiple meters: 4/4 (C ), 2/4, 3/ 4, 2/2, 6/8, 9/8, 12/8.</li> <li>Continue to recognize and implement through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo, and decrescendo</li> <li>Trumpet players will be introduced to the “3rd vale slide” and taught to use it in conjunction with 1/3 and 1/2/3/ combinations for better intonation.</li> <li>Further develop through practice and performance within solo, small ensemble and/or band settings.</li> <li>Further develop through practice and performance the durational values presented in 5<sup>th</sup> grade.</li> </ul>

	<ul style="list-style-type: none"> <li>● Refine the basic principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</li> <li>● Refine music reading skills and to practice and perform advanced music literature</li> <li>● Perform the following scales and arpeggios from memory: Trumpet – C, G, D, F (1 8va), C/G Chromatic, French Horn - C, B Flat, D, F, G Chromatic, Trombone and Baritone Horn - C, F, B Flat, E Flat, F Chromatic.</li> <li>● Refine degrees of dynamics and focus on improved breath control in order to attain better consistency of sound levels</li> <li>● Extend instrumental playing range through the introduction of more advanced fingering/positioning and tone production techniques.</li> <li>● Refine intonation awareness and control through use of the meter</li> </ul>
<b>Percussion</b>	<ul style="list-style-type: none"> <li>● Refine and develop stroking/sticking skills.</li> <li>● Develop bell playing skills and techniques.</li> <li>● Refine degrees of dynamics by using better listening skills and physical control</li> <li>● Recognize and implement through practice and performance the following dynamic/expressive markings: p, f, mp, mf, crescendo and decrescendo</li> <li>● Further develop through practice and performance the durational values presented in 5<sup>th</sup> grade.</li> <li>● Continue to provide playing experience and music reading skills for all instruments studied.</li> <li>● Continue to review each rudiment introduced in 5<sup>th</sup> grade.</li> <li>● Practice and perform more advanced music/band literature.</li> <li>● Develop improvisatory skills Perform in solo/small group or band settings</li> </ul>



Content Area: Music	
Course Title: Instrumental Music	Grade Level: 7 <sup>th</sup> Grade Band
<b>Unit: Performing in an Ensemble</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>1<sup>st</sup> Marking Period</b>
<b>Unit: Crosscutting Music Performance to Individual Playing Technique</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>2<sup>nd</sup> Marking Period</b>
<b>Unit: Contrasting Styles &amp; Forms of Music</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>3<sup>rd</sup> Marking Period</b>
<b>Unit: Rhythmic Proficiency</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>4<sup>th</sup> Marking Period</b>

<b>Content Area: Instrumental Music</b>
<b>Unit Title:</b> 7 <sup>th</sup> Grade Band
<b>Target Course/Grade Level:</b> 7 <sup>th</sup> Grade
<b>Unit Summary:</b>

Students entering 7<sup>th</sup> grade band will concentrate on the refinement of tone center, intonation and blending skills (ensemble). The primary evaluation tool will be that of a mature performance. Priority will be placed on the incorporation of each instrument's full range and the student's ability to control the instrument throughout this range. The difficulty of performance music will be chosen to challenge the band/orchestra to its fullest. A wide variety of styles will be included in performance in order to exercise the students' wide array of skills. Each student will receive one rotating, homogeneously grouped lesson and band period every other day. Lesson time will be spent in ensemble playing, and some method book work supplemented by various materials chosen by the instructor in order to achieve the goals of this level. Students will continue to incorporate all thinking skills as described in the previous three levels, with the addition of 2.7, the use of technology. They will begin to utilize tools such as a metronome and electronic tuner to facilitate rhythm/intonation. Workplace readiness skills will include all short phrases as described in the previous three levels with the addition of 2.1 and 2.10, (understanding technological systems and discussing problems related to technology.)

**Primary interdisciplinary connections:** Language Arts-Common Core Standards for English Language Arts

[www.corestandards.org/ela-literacy](http://www.corestandards.org/ela-literacy)

Math Common core State Standards are aligned and incorporated into the Science Curriculum

[www.corestandards.org/Math](http://www.corestandards.org/Math)

**21<sup>st</sup> century themes:**

- Learning And Innovation Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration
- Information, Media, Technology Skills
- Information Literacy
- Life and Career Skills
- Flexibility and Adaptation
- Initiative and Self-direction
- Social and Cross-cultural skills
- Productivity and Accountability
- Leadership and Responsibility
- [www.state.nj.us/education/cccs/standards/9/](http://www.state.nj.us/education/cccs/standards/9/)

**Unit Rationale:**

**Learning Targets**

**Standards**

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### Content Statements

- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- 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 music.

CPI #	Cumulative Progress Indicator (CPI)		
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores		
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do I improve my playing technique?</li> <li>● How often should I rehearse?</li> <li>● What are some forms of music I will play?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>● Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do I improve my playing technique?</li> <li>● How often should I rehearse?</li> <li>● What are some forms of music I will play?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>● Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How do I improve my playing technique?</li> <li>● How often should I rehearse?</li> <li>● What are some forms of music I will play?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>● Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> </ul>		

<ul style="list-style-type: none"> <li>• What is intonation?</li> </ul>	<ul style="list-style-type: none"> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Develop and refine the techniques needed in a performing ensemble</li> <li>• Have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style</li> <li>• Develop a sense of cooperation and sharing through ensemble performance</li> <li>• Learn the rehearsal techniques necessary for instrumental performance</li> <li>• Understand a variety of contrasting styles and forms of music</li> <li>• Further expand the knowledge of musical reading and notation</li> <li>• Gain self-motivation and self-discipline through working in an ensemble situation</li> <li>• Improve instrumental technique</li> <li>• Play with proper tone, intonation and balance</li> <li>• Play both solo and as a member of the ensemble</li> <li>• Sight read</li> <li>• Respect the values of others</li> <li>• Maintain a positive self image and concern and respect for others</li> <li>• Appreciate cultural similarities and differences</li> </ul>	
<b>Evidence of Learning</b>	
<b>Equipment needed:</b> woodwind, brass and percussion instruments <b>Teacher Resources:</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Active class participation</li> <li>• Periodic individual auditions</li> <li>• Individual final examinations</li> <li>• Section evaluations</li> </ul>	
<b>Differentiation:</b> All learners are given proper guidance within their strengths. If their needs are to adapt the music to their level, it is adapted.	
<b>Resources Provided:</b> Rewritten music teacher generated from the notation computer program Finale.	

<b>Assessments and Activities</b>
-----------------------------------

Lessons	
<b>Woodwinds</b>	<ul style="list-style-type: none"> <li>• Refine the principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</li> </ul>

	<ul style="list-style-type: none"> <li>● Recognize through practice and performance music composed in a variety of keys, forms and meters</li> <li>● Refine the realization of dynamic/expressive markings.</li> <li>● Extend instrumental playing range through the introduction of more advanced fingering and tone production techniques</li> <li>● Recognize through practice and performance music composed in a variety of keys, forms and meters. Given several notes or a scale, to be able to improvise or compose a simple melodic improvisation. Perform the following scales and arpeggios from memory: Flute – A, B Flat, A Flat ( 1 8 va), C, F, D, EB (2 8 va), B Flat, E Flat Chromatic. Clarinet - C, E Flat, B Flat (1 8 va), G, F (2 8 va), F, C Chromatic (2 8va). Saxophone - G, A, B Flat, F (1 d va), C, D (2 8 va), G, C, Chromatic.</li> <li>● Further develop and refine skills in rhythmic proficiency.</li> <li>● Practice and perform more advanced music/band literature and to extend student exposure to solo, small ensemble and/or band settings.</li> </ul>
<b>Brass</b>	<ul style="list-style-type: none"> <li>● Continue to refine the principles of tone and quality through diaphragmatic breathing, embouchure formation and proper articulation.</li> <li>● Continue to refine music reading skills with a particular emphasis on interpretation.</li> <li>● Continue to refine the realization of dynamic/expressive markings.</li> <li>● Recognize through practice and performance and further student exposure through literature of music composed in a variety of forms, keys and meters.</li> <li>● Perform the following scales and arpeggios from memory: Trumpet – C, G, B Flat, (1 8va) C Chromatic, French Horn - , G, F, B Flat (1 8 va) C Chromatic, Low Brass – C, F, B Flat, F Chromatic.</li> <li>● Develop and refine skills in rhythmic proficiency.</li> <li>● Practice and perform more advanced music/band literature.</li> </ul>

	<ul style="list-style-type: none"> <li>● Become familiar with the common musical terms and symbols manifested in solo and ensemble literature</li> <li>● Further extend instrumental playing range through the introduction of advanced fingering/positioning techniques.</li> <li>● Continue to refine intonation awareness and control.</li> <li>● Recognize through practice and performance and further exposure through literature of music composed in a variety of forms, keys and meters.</li> <li>● Perform the Following scales and arpeggios from memory: Trumpet – C, G, B Flat, (1 8va) C Chromatic, French Horn - , G, F, B Flat (1 8 va) C Chromatic, Low Brass – C, F, B Flat, F Chromatic</li> </ul>
<b>Percussion</b>	<ul style="list-style-type: none"> <li>● Refine and develop stroking/ sticking skills</li> <li>● Refine music reading skills in rhythmic proficiency and expressive realization</li> <li>● Experience xylophone techniques refine the interpretation of dynamic/expressive markings.</li> <li>● Perform from memory: Long Roll (13, 17 stroke), Flam Accent Nos. 1 and 2, Ruf (3, 4 stroke), Triplets (both eighth and sixteenth.)</li> <li>● Practice and perform more advanced music/band literature and to continue to expose students to solo, small ensemble and/or band settings</li> <li>● Further exposure to music literature composed in a variety of forms, keys (melody instruments and meters.)</li> <li>● Familiarize yourself with common musical terms and symbols manifested in solo and ensemble literature. Further develop the proficiency with which each previously studied rudiment is practiced and performed.</li> </ul>

Content Area: Music	
Course Title: Instrumental Music Pacing Guide	Grade Level: 8 <sup>th</sup> Grade Band
<b>Unit: Refining the Principles of Tone</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>1<sup>st</sup> Marking Period</b>
<b>Unit: Dynamic/Expressive Markings</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>2<sup>nd</sup> Marking Period</b>
<b>Unit: Advanced Tone Production Techniques</b> A. Woodwind B. Brass C. Percussion <b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4	<b>3<sup>rd</sup> Marking Period</b>
<b>Unit: Advanced Solo Techniques</b> A. Woodwind	<b>4<sup>th</sup> Marking Period</b>

<p>B. Brass C. Percussion</p> <p><b>Standards:</b> 1.1.8.B.1, 1.1.8.B.2, 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.3, 1.3.8.B.4</p>	
---	--

<b>Content Area: Instrumental Music</b>
<b>Unit Title:</b> 8 <sup>th</sup> Grade Band
<b>Target Course/Grade Level:</b> 8 <sup>th</sup> Grade
<p><b>Unit Summary:</b></p> <p>Students entering 8<sup>th</sup> grade will show mastery for all skills covered in previous grades. Further challenges will include more advanced rhythmic variations such as syncopation, more intricate key and time signatures and the introduction of ornamentation. Performance music will be more varied and will incorporate more complex key and meter shifting. Students will receive one homogeneously grouped lesson as well as one band period every other day. Lesson time will be spent on solo and ensemble performance and the director will choose materials used.</p> <p>Students will expound on all previously used thinking skills and continue to use them on a higher level as they apply to corresponding materials. They will focus on two new aspects, invent and create, to enhance their education through improvisation. Students will continue to use the above described “workplace readiness” concepts and will especially concentrate on evaluating own accomplishments and providing constructive criticism.</p> <p><b>Primary interdisciplinary connections:</b></p> <ul style="list-style-type: none"> <li>• Language Arts-Common Core Standards for English Language Arts</li> <li>• <a href="http://www.corestandards.org/ela-literacy">www.corestandards.org/ela-literacy</a></li> <li>• Math Common core State Standards are aligned and incorporated into the Science Curriculum <a href="http://www.corestandards.org/Math">www.corestandards.org/Math</a></li> </ul> <p><b>21<sup>st</sup> century themes:</b></p> <ul style="list-style-type: none"> <li>• Learning And Innovation Skills</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> <li>• Information, Media, Technology Skills</li> <li>• Information Literacy</li> </ul>



- Life and Career Skills
- Flexibility and Adaptation
- Initiative and Self-direction
- Social and Cross-cultural skills
- Productivity and Accountability
- Leadership and Responsibility
- [www.state.nj.us/education/cccs/standards/9/](http://www.state.nj.us/education/cccs/standards/9/)

#### **Unit Rationale:**

#### **Learning Targets**

##### **Standards**

1.1 The Creative Process All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.3 Performance All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

##### **Content Statements**

- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- 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 music.

##### **CPI #**

##### **Cumulative Progress Indicator (CPI)**

1.1.8.B.1

Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores

1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I improve my playing technique?</li> <li>• How often should I rehearse?</li> <li>• What are some forms of music I will play?</li> <li>• What is intonation?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>• Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I improve my playing technique?</li> <li>• How often should I rehearse?</li> <li>• What are some forms of music I will play?</li> <li>• What is intonation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>• Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do I improve my playing technique?</li> <li>• How often should I rehearse?</li> <li>• What are some forms of music I will play?</li> <li>• What is intonation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• You must gain self-motivation and practice on your own time in order to improve playing technique.</li> <li>• Rehearsal times will vary depending on what the middle school schedule says, and what letter day it is.</li> <li>• There are various forms of music; some examples are classical and jazz.</li> <li>• Intonation is the accuracy of pitch when playing</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Develop and refine the techniques needed in a performing ensemble</li> <li>• Have a thorough understanding of the music performed and the individual playing technique that is essential to the chosen style</li> <li>• Develop a sense of cooperation and sharing through ensemble performance</li> <li>• Learn the rehearsal techniques necessary for instrumental performance</li> <li>• Understand a variety of contrasting styles and forms of music</li> <li>• Further expand the knowledge of musical reading and notation</li> <li>• Gain self-motivation and self-discipline through working in an ensemble situation</li> <li>• Improve instrumental technique</li> <li>• Play with proper tone, intonation and balance</li> <li>• Play both solo and as a member of the ensemble</li> <li>• Sight read</li> <li>• Respect the values of others</li> <li>• Maintain a positive self-image and concern and respect for others</li> <li>• Appreciate cultural similarities and differences</li> </ul>			
<b>Evidence of Learning</b>			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Active class participation</li> </ul>			

<ul style="list-style-type: none"> <li>• Periodic individual auditions</li> <li>• Individual final examinations</li> <li>• Section evaluations</li> </ul>
<b>Differentiation:</b> All learners are given proper guidance within their strengths. If their needs are to adapt the music to their level, it is adapted.
<b>Resources Provided:</b> Rewritten music teacher generated from the notation computer program Finale.

<b>Assessments and Activities</b>
-----------------------------------

Lessons	
<b>Woodwinds</b>	<ul style="list-style-type: none"> <li>• Refine the principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</li> <li>• Further refine music reading skills with continued emphasis on interpretation and rhythmic proficiency.</li> <li>• Continue to refine the interpretation of dynamic/expressive markings.</li> <li>• Continue to recognize through practice and performance music composed in a variety of forms, keys and meters.</li> <li>• Perform the following scales and arpeggios from memory: Flute – A, B Flat, A Flat (1 8 va), C, F, G, D, E Flat (2 8 va), B Flat, E Flat, C Chromatic. Clarinet - E Flat (1 8 va), C, F, G, D, E Flat (2 8va), F, C Chromatic. Saxophone – G, A, B Flat, F, E Flat (1 8 va), C, D, (2 8va), F, C Chromatic</li> <li>• Practice and perform more advanced solo, small ensemble and band literature.</li> <li>• Further familiarize yourself with the common musical terms and symbols manifested in solo and ensemble literature</li> <li>• Become familiar with grace notes, trills and gruppetto through practice and performance.</li> <li>• Further extend instrumental playing range through the introduction of more advanced fingering and tone production techniques.</li> <li>• Further refine intonation awareness and control.</li> <li>• Continue to recognize through practice and performance music composed in a variety of forms, keys and meters.</li> <li>• Perform the following scales and arpeggios from memory: Flute – A, B Flat, A Flat (1 8 va), C, F, G, D, E Flat (2 8 va), B Flat, E Flat, C Chromatic. Clarinet - E Flat (1 8 va), C, F, G, D, E Flat (2 8va), F, C</li> </ul>

	Chromatic. Saxophone – G, A, B Flat, F, E Flat (1 8 va), C, D, (2 8va), F, C Chromatic.
<b>Brass</b>	<ul style="list-style-type: none"> <li>• Refine the principles of tone quality through diaphragmatic breathing, embouchure formation and proper articulation.</li> <li>• Continue to refine music-reading skills with a particular emphasis on interpretation.</li> <li>• Continue to refine the interpretation of dynamic/expressive markings.</li> <li>• Further extend instrumental playing range through introduction of more advanced fingering/positioning and tone production techniques.</li> <li>• Continue to recognize through practice and performance music composed in a variety of forms, keys and meters.</li> <li>• Perform the following scales and arpeggios from memory: Trumpet – C, G, D, F, B Flat, E Flat (1 8 va), F, and Chromatic. French Horn - C, G, F, B Flat, E Flat (1 8va) C, F, Chromatic. Low Brass - C, D, F, B Flat, E Flat, Ab (1 8va) B Flat, F Chromatic.</li> <li>• Practice and perform more advanced music/band literature</li> <li>• Familiarize yourself with common musical terms and symbols manifested in solo and ensemble literature.</li> <li>• Trumpet only: Continued use of the third valve slide for improved intonation. Introduction and incorporation of the first valve slide where applicable. Further refine intonation awareness and control.</li> </ul>
<b>Percussion</b>	<ul style="list-style-type: none"> <li>• Refine and develop stroking/sticking skills.</li> <li>• Further refine music and rhythmic reading skills with a particular emphasis on interpretation.</li> <li>• Continue to recognize through practice and performance music composed in a variety of forms, meters, and keys (bells/xylophone.)</li> <li>• Continue to refine the interpretation of dynamic/expressive markings</li> <li>• Performed from memory: double paradiddle, triple paradiddle, and firmicute</li> <li>• Practice, perform and extend exposure to more advanced music/band literature within the solo, small ensemble and/or band settings.</li> <li>• Further extend familiarization with common musical terms and symbols manifested in solo and ensemble literature.</li> <li>• Further develop the proficiency with which each previously studied rudiment is practiced and performed</li> </ul>

	<ul style="list-style-type: none"> <li>• Further extend instrumental playing range on the bells and xylophone</li> <li>• To practice, perform and further extend exposure to more advanced solo, small ensemble and orchestral literature.</li> <li>• Continue to recognize through practice and performance music composed in a variety of forms, keys and meters (including multiple.)</li> </ul>
--	---

### ***Grades Kindergarten through Second Art Curriculum***

Content Area: Art	
Course Title: Standard 1.1: The Creative Process Pacing Guide	Grade Level: Kindergarten thru 2 <sup>nd</sup> Grade
<b>Lesson*</b>	<b>Duration</b>
Students will be introduced to the elements and principles of art & design	On-going
Students will observe and identify elements and principles used in various works of art.	On-going
Students will demonstrate their understanding of the elements and principles by incorporating them into their art work.	On-going
<p>*Teacher Note: All lessons at discretion of the teacher, they may be changed or substituted at any time as long as standards are covered.</p>	

<b>Content Area: ART</b>
<b>Unit Title:</b> The Creative Process
<b>Target Course/Grade Level:</b> K - 2
<b>Unit Summary:</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music
<b>21<sup>st</sup> century themes:</b> Global Awareness Civic Literacy
<b>Unit Rationale:</b> In order to understand the visual and performing art, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time space and energy and the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the

strengthening of interdisciplinary relationship with all content area curricula and their applications in daily life.	
<b>Learning Targets</b>	
<b>Standards 1.1</b>	
<b>Content Statements</b> The basic elements of art and principles of design govern art creation and composition. Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.2.D.1	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2	Identify elements of art and principles of design in specific works of art and explain how they are used.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What are the elements and principles of art and design?</li> <li>• How can they be used to create a successful piece of artwork?</li> <li>• Why do they create successful works of art?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Identifying the elements and principles of art and design</li> <li>• Implementing the elements and principles of art and design in creation of artwork</li> <li>• Recognition and understanding of the universal visual impact of these concepts in art</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Learn to draw with pencils, markers, crayons, colored pencils, pastels, etc.</li> <li>• Correctly hold scissors and cut lines</li> <li>• Use proper amounts of glue in their projects</li> <li>• Correctly hold a paintbrush and use brush strokes while painting</li> <li>• Identify simple shapes and colors</li> <li>• Learn basic art terms relating to materials and techniques</li> <li>• Continue to grow in the use of familiar art material such as drawing materials, paints and clay</li> <li>• Further develop manual coordination and eye-hand coordination</li> <li>• Use a variety of lines in their drawings such as straight, curved and jagged</li> <li>• Recognize a variety of shapes such as squares, rectangles, circles, ovals, triangles and diamonds.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment:</b> Portfolio of work, Critique, Rubric, & Display	
<b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies	

<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> <li>• Books</li> <li>• Art Supplies</li> <li>• National Art Education Association</li> <li>• Visual Aides</li> <li>• Projects in all stages</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Question and Answer Sessions</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>• Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.</li> </ul>
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• SmartBoard</li> <li>• Internet</li> <li>• Chalkboard</li> <li>• Visuals: appropriate prints</li> <li>• Art Supplies</li> </ul>

Content Area: Art	
Course Title: Standard 1.2 History of the Arts Pacing Guide	Grade Level: K- 2
Lesson	Duration
Students will explore art of a specific culture	On-going, throughout the duration of the course
Students will explore art of a specific genre	On-going, throughout the duration of the course

<b>Content Area: Visual and Performing Arts</b>
<b>Unit Title:</b> History of the Arts and Culture
<b>Target Course/Grade Level:</b> K-2

<b>Unit Summary:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures. The History and Culture of a community influences the art work produced, which, in turn, impacts the quality of life for members of the community.	
<b>Primary interdisciplinary connections:</b> Social Studies, Geography, History, Language Arts, Science	
<b>21<sup>st</sup> century themes:</b> Global Awareness	
<b>Unit Rationale:</b> In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implication of dance, music, theatre, and visual art. This includes understanding how the arts and culture continue to influence each other.	
<b>Learning Targets</b>	
<b>Standards:</b> 1.2	
<b>Content Statements</b> Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art. The function and purpose of art-making across cultures reflects societal values and beliefs.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.2.2.A.1	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.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● What can artworks tell us about a culture or society?</li> <li>● In what ways do artists influence society?</li> <li>● In what ways does society influence artists?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The arts and culture are interconnected.</li> <li>● The arts help to give meaning to our lives.</li> <li>● The arts influence society and society influence art.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Have basic literacy in diverse cultures</li> <li>● Be able to identify works from various historical periods and world cultures</li> <li>● Be able to identify how the arts affect cultures.</li> <li>● Study famous works of art from various cultures.</li> </ul>	



<ul style="list-style-type: none"> <li>● Learn about how art/music influenced various cultures.</li> <li>● Understand that art history is chronological.</li> <li>● Develop awareness that artworks have meanings, depending on the viewers and their culture, experiences, and the time during which they live.</li> <li>● Recognize differences and similarities between art images of the past and today.</li> </ul>
<b>Evidence of Learning</b>
<b>Summative Assessment</b> Portfolio of work Critique Rubric Display
<b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> <li>● Books</li> <li>● Art Supplies</li> <li>● National Art Education Association</li> <li>● Visual Aids</li> <li>● Art Reproductions</li> <li>● Projects in all stages</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>● Projects</li> <li>● Teacher Observations</li> <li>● Class Discussions</li> <li>● Question and Answer Sessions</li> <li>● Rubrics</li> </ul>
<b>Differentiation</b>
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.</li> </ul>
<b>Resources Provided:</b>
<ul style="list-style-type: none"> <li>● See Equipment Needed above</li> </ul>

--

Content Area: Art	
Course Title: Standard 1.3 Performance Pacing Guide	Grade Level: Kindergarten thru 2 <sup>nd</sup> Grade
Lessons	Duration
Students will explore art of a specific culture and create a work of art in the style of that group	On-going, throughout the duration of the course
Drawing/Painting/Sculpture: continue to further develop skills with introduction to new materials	On-going, throughout the duration of the course
Students will explore art of a specific genre and create a work of art in the style of that group	On-going, throughout the duration of the course

<b>Content Area: Art</b>
<b>Unit Title:</b> Performance
<b>Target Course/Grade Level:</b> K-2
<b>Unit Summary:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music
<b>21<sup>st</sup> century themes:</b> Civic Literacy Global Awareness
<b>Unit Rationale</b> Active participation in the arts is essential to deepen understanding of the imaginative and creative processes of the arts as they relate to self and other. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.
<b>Learning Targets</b>

<b>Standards 1.3 Performance</b>	
<p><b>Content Statements</b></p> <p>Visual statements in art are derived from the basic <u>elements of art</u> regardless of the format and <u>medium</u> used to create the art. There are also a wide variety of <u>art media</u>, each having its own materials, processes, and technical application methods for exploring solutions to creative problems.</p> <p>Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic <u>elements of art</u> and <u>principles of design</u> for personal expression results in <u>visual communication</u> that may be relevant in a variety of settings.</p> <p>Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.</p> <p>Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.</p> <p>Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.3.2.D.1	Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
1.3.2.D.2	Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.
1.3.2.D.3	Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
1.3.2.D.4	Explore the use of a wide array of <u>art mediums</u> and select tools that are appropriate to the production of works of art in a variety of <u>art media</u> .
1.3.2.D.5	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 <u>art mediums</u> and <u>art media</u> .
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● What problem solving skills do I need to create art?</li> <li>● How do I use my knowledge of art vocabulary to create art?</li> <li>● How do I use art in my everyday life?</li> <li>● What choices must an artist make before beginning a work of art?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● Exploring a wide variety of art mediums enables us to create solutions to creative problems.</li> <li>● By incorporating the elements of art and principles of design into a work of art, you are able to create a visual story</li> <li>● Art is all around us.</li> <li>● There are certain processes and techniques used with varying media.</li> </ul>

<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Create works of art using the elements and principles of art in a variety of media</li> <li>● Develop perceptual, intellectual and technical skills in creation of art.</li> <li>● Identify and develop an understanding of the elements, media, and the unique qualities, which produce artistic outcomes.</li> <li>● Develop skills for the safe use of materials, technology and procedures.</li> <li>● Develop skills for artistic expression by utilizing the elements and principles of art</li> <li>● Develop an awareness of the art that surrounds them in everyday life</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Portfolio of work Critique Rubric Display	
<b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> <li>● Books</li> <li>● Art Supplies</li> <li>● National Art Education Association</li> <li>● Visual Aids</li> <li>● Art Reproductions</li> <li>● Projects in all stages</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Projects</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Question and Answer Sessions</li> </ul>	<b>Differentiation</b> Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>• SmartBoard</li> <li>• Internet</li> </ul>	

Content Area: Art	
Course Title: Standard 1.4.A. Pacing Guide	Grade Level: K-2
<b>Lesson</b>	<b>Duration</b>
Make suggestions on how to improve a work of art	On-going, throughout the duration of the course
Compare and contrast two different pictures of the same subject made by two different artists	On-going, throughout the duration of the course
Collaboratively discuss geometric shapes that are observed works of art	On-going, throughout the duration of the course
Discuss how differing opinions can help the artist improve future works of art	On-going, throughout the duration of the course
Offer a different opinion of a work of art that a classmate has already critiqued	On-going, throughout the duration of the course
Engage in the recounting of arts experiences in visual art that elicited a variety of feelings	On-going, throughout the duration of the course

<b>Content Area: Art</b>
<b>Unit Title:</b> Aesthetic Responses and Critique Methodology
<b>Target Course/Grade Level: K-2</b>
<b>Unit Summary</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music
<b>21<sup>st</sup> century themes:</b> Civic Literacy Global Awareness
<b>Unit Rationale</b> The ability to understand and evaluate work in the various arts disciplines. The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theatre, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result on knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.
<b>Learning Targets</b>
<b>Standards 1.4.A.</b>

<b>Content Statements</b>			
Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
1.4.2.A.1	Identify aesthetic qualities of <u>exemplary works</u> of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).		
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.		
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).		
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do you express yourself through the arts?</li> <li>How are the elements used to express feelings and ideas?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The arts have the ability to create feelings.</li> <li>The arts express humanity.</li> <li>The arts help students make personal and artistic decisions.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do you express yourself through the arts?</li> <li>How are the elements used to express feelings and ideas?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The arts have the ability to create feelings.</li> <li>The arts express humanity.</li> <li>The arts help students make personal and artistic decisions.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do you express yourself through the arts?</li> <li>How are the elements used to express feelings and ideas?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The arts have the ability to create feelings.</li> <li>The arts express humanity.</li> <li>The arts help students make personal and artistic decisions.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Create a work of art that tells a story and communicates emotion</li> <li>Be able to identify different patterns that come from nature and use them in a work of art.</li> <li>Be able to identify emotions and feelings in a work of art.</li> <li>Express their thoughts on the feelings or emotions a work of art may evoke.</li> <li>Develop an opinion about a specific work of art</li> </ul>			
<b>Evidence of Learning</b>			
<b>Summative Assessment</b> Portfolio of work Critique Rubric Display			
<b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies			
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> </ul>			

<ul style="list-style-type: none"> <li>• Books</li> <li>• Art Supplies</li> <li>• National Art Education Association</li> <li>• Visual Aids</li> <li>• Art Reproductions</li> <li>• Projects in all stages</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>• Projects</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Question and Answer Sessions</li> <li>• Rubrics</li> </ul> <p>Oral response</p>
<b>Differentiation</b>
<ul style="list-style-type: none"> <li>• Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.</li> </ul>
<b>Resources Provided:</b>
<ul style="list-style-type: none"> <li>• See Equipment Needed above</li> </ul>

Content Area: Art	
Course Title: Standard 1.4.B. Pacing Guide	Grade Level: K-2
<b>Lesson</b>	<b>Duration</b>
Make suggestions on how to improve a work of art	On-going, throughout the duration of the course
Compare and contrast two different pictures of the same subject made by two different artists	On-going, throughout the duration of the course
Collaboratively discuss geometric shapes that are observed works of art	On-going, throughout the duration of the course
Discuss how differing opinions can help the artist improve future works of art	On-going, throughout the duration of the course
Offer a different opinion of a work of art that a classmate has already critiqued	On-going, throughout the duration of the course

Engage in the recounting of arts experiences in visual art that elicited a variety of feelings	On-going, throughout the duration of the course
--	---

<b>Content Area: Art</b>	
<b>Unit Title:</b> Aesthetic Responses and Critique Methodology	
<b>Target Course/Grade Level:</b> K-2	
<b>Unit Summary</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music	
<b>21<sup>st</sup> century themes:</b> Civic Literacy, Global Awareness	
<b>Unit Rationale</b> Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of other. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.	
<b>Learning Targets</b>	
<b>Standards</b> 1.4.B	
<b>Content Statements</b> Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria. Constructive criticism is an important evaluative tool that enables artists to communicate more effectively. Contextual clues are embedded in works of art and provide insight into artistic intent.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.
<b>Unit Essential Questions</b>	
<b>Unit Enduring Understandings</b>	



<ul style="list-style-type: none"> <li>• What colors/shapes do you see in a work of art?</li> <li>• What is your opinion about the use of colors in a painting?</li> <li>• How can artwork influence your feelings?</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, color, lines, and texture all play a role in defining a piece of artwork.</li> <li>• Answers will vary depending on the piece of art chosen, but color and shapes play an important role in the mood of the piece you are creating.</li> <li>• Many feelings can be depicted through art</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Use basic art vocabulary to describe works of art.</li> <li>• Examine culturally and historically diverse works of art.</li> <li>• Communicate opinion regarding visual art based on observation.</li> <li>• Communicate responses to works of art.</li> <li>• Recognize that artists express thoughts, ideas, values and feelings in visual art.</li> <li>• Identify art elements and basic design principles in a work of art.</li> <li>• Explain how art elements and basic design principles are used in works of art.</li> <li>• Identify the main subject or theme in works of art</li> <li>• Identify the art elements and examine how they were used</li> <li>• Reflect on art-making experiences</li> <li>• Compare and contrast works of art</li> <li>• Describe the general characteristics of works of art</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Portfolio of work, Critique, Rubric, & Display	
<b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies	
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> <li>• Books</li> <li>• Art Supplies</li> <li>• National Art Education Association</li> <li>• Visual Aids</li> <li>• Art Reproductions</li> <li>• Projects in all stages</li> </ul>	
<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>• Projects, Teacher Observations</li> <li>• Class Discussions</li> <li>• Question and Answer Sessions</li> </ul>	

<ul style="list-style-type: none"> <li>• Question and Answer Sessions</li> <li>• Rubrics</li> <li>• Oral response</li> </ul>
<b>Differentiation</b>
<ul style="list-style-type: none"> <li>• Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.</li> </ul>

### ***Grades Third through Fifth Art Curriculum***

<b>Content Area: Art</b>	
<b>Course Title:</b> 1.1 Creative Process	<b>Grade Level:</b> Third through Fifth Grades
<b>Lessons*</b>	<b>Duration</b>
Students will review the elements and principles. They will need to demonstrate and identify examples of each concept.	2 weeks
Students will use the elements and principles to help create successful and aesthetically-pleasing works of art.	On-going
Students will explore how the elements and principles overlap to other subject areas. They will discuss each element and principle and discuss connections between subjects.	1 week
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>
<b>Unit Title:</b> The Creative Process
<b>Target Course/Grade Level:</b> 3-5
<b>Unit Summary 1.1</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
<b>Primary interdisciplinary connections:</b> Mathematics, Science, Social Studies, Music, Geography, Technology
<b>21<sup>st</sup> century themes:</b> <b>Global Awareness</b> <b>Civic Literacy</b>
<b>Unit Rationale</b> In order to understand the visual and performing art, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time space and energy and the basis

for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationship with all content area curricula and their applications in daily life.

### Learning Targets

#### Standards 1.1 Creative Process

**Content Statements** 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.

The elements of art and principles of design are universal.

CPI #	Cumulative Progress Indicator (CPI)
-------	-------------------------------------

1.1.5.D.1	Identify elements of art and principles of design that are evident in everyday life.
-----------	--

1.1.5.D.2	Compare and contrast works of art in various <u>mediums</u> that use the same art elements and principles of design.
-----------	--

#### Unit Essential Questions

- What are the elements and principles of art and design?
- How can they be used to create a successful piece of artwork?
- Why do they create successful works of art?

#### Unit Enduring Understandings

- Ability to identify the elements and principles of art and design
- Ability to implement the elements and principles of art and design in creation of artwork
- Recognition and understanding of the universal visual impact of these concepts in art

#### Unit Learning Targets

*Students will ...*

- Be able to identify the elements and principles of art and design.
- Create artwork demonstrating knowledge of the elements and principles of art and design.
- Explore the connection between these elements and other subject areas.

### Evidence of Learning

#### Summative Assessment

Rubric  
Critique  
Display

#### Equipment needed:

- SMARTBoard, Chromebook, computer, Internet

<ul style="list-style-type: none"> <li>• Art supplies</li> <li>• Visual aids</li> </ul>
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Art Educators of New Jersey</li> <li>• Books</li> <li>• Scholastic Art magazine</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Worksheets</li> <li>• Class discussion</li> </ul> Teacher observation
<b>Differentiation</b>
Modifications will be created based on the following; age, level, skill level, student IEP, student 504.
<b>Resources Provided</b>
See Equipment needed/Teacher Resources

Content Area: Art	
Course Title: 1.2 History of Arts and Culture	Grade Level: Third through Fifth Grades
<b>Lessons*</b>	<b>Duration</b>
Throughout the year, students will learn about different cultures and their artwork. They will discuss how their artistic style and medium can show their beliefs, everyday lives, location and the time in which they lived.	On-going
Students will review the elements and principles. They will find these elements and principles in the artwork of all cultures they explore.	On-going
Students will focus on one or two ancient cultures and dig deep into the connection between art and history and how important art is in learning about these ancient groups of people.	2 weeks
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>	
<b>Unit Title:</b> History of Arts and Culture	
<b>Target Course/Grade Level:</b> 3-5	
<b>Unit Summary 1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.</b> <b>Primary interdisciplinary connections:</b> Mathematics, Science, History, Music, Geography, and Language Arts <b>21<sup>st</sup> century themes:</b> <b>Global Awareness</b> <b>Business, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b>	
<b>Unit Rationale:</b> In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implication of visual art. This includes understanding how the arts and culture continue to influence each other.	
<b>Learning Targets</b>	
<b>Standards</b> 1.2. History of Arts and Culture	
<b>Content Statements:</b> <ul style="list-style-type: none"> <li>• Art and culture reflect and affect each other.</li> <li>• Characteristic approaches to content, form, style, and design define art genres.</li> <li>• Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How does art express the beliefs and opinions of a group of people?</li> <li>• How can the elements and principles be used to create different styles in art?</li> <li>• In what ways has societal and technological changes influenced artwork amongst various cultures?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Art can be a great resource in exploring different cultures</li> <li>• Various genres and cultures have distinctive use of the elements and principles within their style</li> <li>• Advances in technology and changes in belief systems greatly affect the subject and style of a particular culture.</li> </ul>

**Unit Learning Targets***Students will ...*

- Be able to identify and define the elements of art in works of art from various cultures.
- Discuss the connection between a culture's beliefs and its artwork.
- Identify specific changes to art throughout time, based on changes in technology.
- Be exposed to the artwork of a broad range of cultures and discuss how we can learn about a group of people, based on their artwork.
- Focus on the artwork of ancient cultures.

**Evidence of Learning****Summative Assessment**

Rubric

Critique

Display

Assessment

**Equipment needed:**

- SMARTBoard, Chromebook, computer, Internet
- Art supplies
- Visual aids
- Art books

**Teacher Resources:**

- Internet, Chromebook applications
- Art Educators of New Jersey
- Books
- Scholastic Art magazine

**Formative Assessments**

- Exit Slips
- Worksheets
- Reflection
- Class discussion
- Teacher observation

**Differentiation**

- Modifications will be created based on the following; age, level, skill level, student IEP, student 504.

Content Area: Art

Course Title: Standard 1.3 Performance

Grade Level: 3<sup>rd</sup> – 5<sup>th</sup>**Lesson****Duration**

Students will explore art of a specific culture and create a work of art in the style of that group	On-going, throughout the duration of the course
Drawing/Painting/Sculpture: continue to further develop skills with introduction to new materials	On-going, throughout the duration of the course
Students will explore art of a specific genre and create a work of art in the style of that group	On-going, throughout the duration of the course

<b>Content Area: Art</b>	
<b>Unit Title:</b> Performance	
<b>Target Course/Grade Level:</b> 3-5	
<b>Unit Summary</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
<b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music	
<b>21<sup>st</sup> century themes:</b> Civic Literacy Global Awareness	
<b>Unit Rationale</b> Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to self and other. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.	
<b>Learning Targets</b>	
<b>Standards</b> 1.3 Performance	
<b>Content Statements</b> The <u>elements of art</u> and <u>principles of design</u> can be applied in an infinite number of ways to express personal responses to creative problems. Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages. Each of the <u>genres</u> 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. The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application. 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.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

1.3.5.D.1	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.		
1.3.5.D.2	Identify common and distinctive characteristics of artworks from diverse cultural and <u>historical eras</u> of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.		
1.3.5.D.3	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.		
1.3.5.D.4	Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various <u>art media</u> and <u>art mediums</u> to create original works of art.		
1.3.5.D.5	Collaborate in the creation of works of art using multiple <u>art media</u> and <u>art mediums</u> , and present the completed works in exhibition areas inside and outside the classroom.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is the artistic process?</li> <li>• What characteristics of a work of art help to determine its genre?</li> <li>• How does art help us learn about other people/cultures?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Although there are many ways to solve a problem in art, there are specific set steps to follow in order to achieve success</li> <li>• Art is an important tool to learn about different cultures.</li> <li>• Elements and principles of art can be used to create various styles.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is the artistic process?</li> <li>• What characteristics of a work of art help to determine its genre?</li> <li>• How does art help us learn about other people/cultures?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Although there are many ways to solve a problem in art, there are specific set steps to follow in order to achieve success</li> <li>• Art is an important tool to learn about different cultures.</li> <li>• Elements and principles of art can be used to create various styles.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What is the artistic process?</li> <li>• What characteristics of a work of art help to determine its genre?</li> <li>• How does art help us learn about other people/cultures?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Although there are many ways to solve a problem in art, there are specific set steps to follow in order to achieve success</li> <li>• Art is an important tool to learn about different cultures.</li> <li>• Elements and principles of art can be used to create various styles.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Create works of art using the elements and principles of art in a variety of media</li> <li>• Explore various art genres, time periods and cultures.</li> <li>• Identify common themes and characteristics amongst different styles of art</li> <li>• Learn about a variety of media and the correct process to work with that material</li> <li>• All students will be showcased in the annual art show. Older grades may be involved in planning and set-up.</li> </ul>			
<b>Evidence of Learning</b>			
<b>Summative Assessment</b> Portfolio of work Critique			



Rubric Display
<b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> <li>• Books</li> <li>• Art Supplies</li> <li>• National Art Education Association</li> <li>• Visual Aids</li> <li>• Art Reproductions</li> <li>• Projects in all stages</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>• Projects</li> <li>• Teacher Observations</li> <li>• Class Discussions</li> <li>• Question and Answer Sessions</li> <li>• Rubrics</li> </ul>
<b>Differentiation</b>
<ul style="list-style-type: none"> <li>• Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.</li> </ul>

Content Area: Art	
Course Title: Standard 1.4.A	Grade Level: K-2
<b>Lesson</b>	<b>Duration</b>
Make suggestions on how to improve a work of art	On-going, throughout the duration of the course
Compare and contrast two different pictures of the same subject made by two different artists	On-going, throughout the duration of the course
Collaboratively discuss geometric shapes that are observed works of art	On-going, throughout the duration of the course
Discuss how differing opinions can help the artist improve future works of art	On-going, throughout the duration of the course
Offer a different opinion of a work of art that a classmate has already critiqued	On-going, throughout the duration of the course

Engage in the recounting of arts experiences in visual art that elicited a variety of feelings	On-going, throughout the duration of the course
--	---

<b>Content Area: Art</b>	
<b>Unit Title:</b> Aesthetic Responses and Critique Methodology	
<b>Target Course/Grade Level: 3-5</b>	
<b>Unit Summary</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. <b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music <b>21<sup>st</sup> century themes:</b> Civic Literacy Global Awareness	
<b>Unit Rationale</b> The ability to understand and evaluate work in the various arts disciplines. The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theatre, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result on knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.	
<b>Learning Targets</b>	
<b>Standards 1.4.A</b>	
<b>Content Statements</b> Works of art may be organized according to their functions and artistic purposes (e.g., <u>genres</u> , <u>mediums</u> , messages, themes). <u>Formalism</u> in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and <u>genre</u> provides the foundation for making value judgments about the arts.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.5.A.1	Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you express yourself through the arts?</li> <li>• How are the elements used to express feelings and ideas?</li> <li>• How does the work make you feel?</li> <li>• What is the theme or main subject in a work of art?</li> <li>• What vocabulary words are needed when looking at and talking about art?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The arts have the ability to create feelings.</li> <li>• The arts express humanity.</li> <li>• The arts help students make personal and artistic decisions.</li> <li>• Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.</li> <li>• Identification of criteria for evaluating works of art results in deeper understanding of art and art making.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Use basic art vocabulary to describe works of art.</li> <li>• Examine culturally and historically diverse works of art.</li> <li>• Communicate opinion regarding visual art based on observation.</li> <li>• Communicate responses to works of art.</li> <li>• Recognize that artists express thoughts, ideas, values and feelings in visual art.</li> <li>• Identify art elements and basic design principles in a work of art.</li> <li>• Explain how art elements and basic design principles are used in works of art.</li> <li>• Identify the main subject or theme in works of art</li> <li>• Identify the art elements and examine how they were used</li> <li>• Reflect on art-making experiences</li> <li>• Compare and contrast works of art</li> <li>• Describe the general characteristics of works of art</li> </ul>		
<b>Evidence of Learning</b>		
<b>Summative Assessment</b> Portfolio of work Critique Rubric Display <b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies <b>Teacher Resources:</b>		

<ul style="list-style-type: none"> <li>● Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)</li> <li>● Books</li> <li>● Art Supplies</li> <li>● National Art Education Association</li> <li>● Visual Aids</li> <li>● Art Reproductions</li> <li>● Projects in all stages</li> </ul>
<b>Formative Assessments</b>
<ul style="list-style-type: none"> <li>● Projects</li> <li>● Teacher Observations</li> <li>● Class Discussions</li> <li>● Question and Answer Sessions</li> <li>● Rubrics</li> <li>● Oral response</li> </ul>
<b>Differentiation</b>
<ul style="list-style-type: none"> <li>● Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.</li> </ul>

Content Area: Art	
Course Title: Standard 1.4.B	Grade Level: 3-5
<b>Lesson</b>	<b>Duration</b>
Make suggestions on how to improve a work of art	On-going, throughout the duration of the course
Compare and contrast two different pictures of the same subject made by two different artists	On-going, throughout the duration of the course
Collaboratively discuss geometric shapes that are observed works of art	On-going, throughout the duration of the course
Discuss how differing opinions can help the artist improve future works of art	On-going, throughout the duration of the course
Offer a different opinion of a work of art that a classmate has already critiqued	On-going, throughout the duration of the course
Engage in the recounting of arts experiences in visual art that elicited a variety of feelings	On-going, throughout the duration of the course
<p>*Teacher Note:</p> <p>All lessons at discretion of the teacher, they may be changed or substituted at any time as long as standards are covered.</p>	

<b>Content Area: Art</b>	
<b>Unit Title:</b> Aesthetic Responses and Critique Methodology	
<b>Target Course/Grade Level:</b> 3-5	
<b>Unit Summary</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art. <b>Primary interdisciplinary connections:</b> Science, Math, History, Language Arts, Music <b>21<sup>st</sup> century themes:</b> Civic Literacy Global Awareness	
<b>Unit Rationale</b> The ability to understand and evaluate work in the various arts disciplines. Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of other. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.	
<b>Learning Targets</b>	
<b>Standards 1.4.B</b>	
<b>Content Statements</b> Identifying criteria for evaluating performances results in deeper understanding of art and art-making. Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion. While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own <u>discipline-specific arts terminology</u> . Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design. Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• How do you express yourself through the arts?</li> <li>• How are the elements used to express feelings and ideas?</li> <li>• How does the work make you feel?</li> <li>• What is the theme or main subject in a work of art?</li> <li>• What vocabulary words are needed when looking at and talking about art?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• The arts have the ability to create feelings.</li> <li>• The arts express humanity.</li> <li>• The arts help students make personal and artistic decisions.</li> <li>• Identifying the content or subject matter of a work of art is the first step toward understanding a work of art.</li> <li>• Identification of criteria for evaluating works of art results in deeper understanding of art and art making.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Use basic art vocabulary to describe works of art.</li> <li>• Examine culturally and historically diverse works of art.</li> <li>• Communicate opinion regarding visual art based on observation.</li> <li>• Communicate responses to works of art.</li> <li>• Recognize that artists express thoughts, ideas, values and feelings in visual art.</li> <li>• Identify art elements and basic design principles in a work of art.</li> <li>• Explain how art elements and basic design principles are used in works of art.</li> <li>• Identify the main subject or theme in works of art.</li> <li>• Identify the art elements and examine how they were used.</li> <li>• Reflect on art-making experiences.</li> <li>• Compare and contrast works of art.</li> <li>• Describe the general characteristics of works of art.</li> </ul>		
<b>Evidence of Learning</b>		
<b>Summative Assessment</b> Portfolio of work Critique Rubric Display <b>Equipment needed:</b> SmartBoard, computer, paper cutter, tables & chairs, and a variety of age appropriate art supplies		

**Teacher Resources:**

- Internet (YouTube, Museum on-line Galleries, IncredibleArt, Art Educators of NJ)
- Books
- Art Supplies
- National Art Education Association
- Visual Aids
- Art Reproductions
- Projects in all stages

**Formative Assessments**

- Projects
- Teacher Observations
- Class Discussions
- Question and Answer Sessions
- Rubrics

Oral response

**Differentiation**

Modifications will be created based on the following: age, level, skill, student IEP, and student 504 plans.

### ***Grades Sixth through Eighth Art Curriculum***

Content Area: Art	
Course Title: 1.1 Creative Process	Grade Level: Sixth through Eighth Grade
<b>Lessons*</b>	<b>Duration</b>
Students will review their knowledge of the elements and principles	1 week
Students will analyze the artwork of various artists/cultures and discuss the use of elements and principles and their conveyed meanings	On-going throughout the duration of the course
Students will use elements and principles to create a specific mood and theme in their own work of art	3-5 weeks
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>	
<b>Unit Title:</b> The Creative Process	
<b>Target Course/Grade Level:</b> 6-8	
<p><b>Unit Summary 1.1</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Science, Social Studies, Music, Geography, Technology</p> <p><b>21<sup>st</sup> century themes:</b></p> <p><b>Global Awareness</b></p> <p><b>Civic Literacy</b></p>	
<p><b>Unit Rationale:</b> In order to understand the visual and performing art, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time space and energy and the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationship with all content area curricula and their applications in daily life.</p>	
<b>Learning Targets</b>	
<b>Standards</b> 1.1 Creative Process	
<p><b>Content Statements</b> Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p> <p>The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the <u>elements of art</u> and <u>principles of design</u> in different <u>historical eras</u> and cultures.
1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How can the elements and principles convey a deeper meaning or mood in a work of art?</li> <li>● How have artists used the elements and principles to express the time and culture in which they are working?</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>● The elements and principles are not only necessary to make an aesthetically-pleasing work of art, but also make an emotional or cultural connection</li> <li>● It is possible to differentiate between artists or cultures based on their use of the elements and principles</li> </ul>



<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Be able to identify the elements and principles in a work of art.</li> <li>● Identify the artwork of various artists and/or cultures based on the use of the elements and principles.</li> <li>● Analyze artwork for mood and theme, using supporting evidence based on elements and principles in the work of art.</li> <li>● Be able to compare and contrast the work of art from artists of different eras and cultures.</li> </ul>
<b>Evidence of Learning</b>
<b>Summative Assessment</b> Rubric Critique Reflection Unit test <b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● SMARTBoard, Chromebook, computer, Internet</li> <li>● Visual aids</li> <li>● Art materials</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Internet</li> <li>● Art Educators of New Jersey</li> <li>● Books</li> <li>● Scholastic Art magazine</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Worksheets</li> <li>● Class discussion</li> <li>● Teacher observation</li> </ul>
<b>Differentiation</b> Modifications will be created based on the following; age, level, skill level, student IEP, student 504.

Content Area: Art	
Course Title: 1.2 History of Arts and Culture	Grade Level: Sixth through Eighth Grades
<b>Lessons*</b>	<b>Duration</b>
Students will review the elements and principles. They will be asked to find these universal art truths in the work of several different cultures.	1 week

Students will explore various cultures and their artwork and see connections between artwork and culture. They will also identify themes in subject and style among various cultural artworks and will be able to differentiate between different works of art based on these qualities.	On-going
Students will discuss the importance of artwork to a society, both past and present.	On-going
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>
<b>Unit Title:</b> History of Arts and Culture
<b>Target Course/Grade Level: 6-8</b>
<b>Unit Summary 1.2</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.
<b>Primary interdisciplinary connections:</b> Mathematics, Science, History, Music, Geography, and Language Arts
<b>21<sup>st</sup> century themes:</b> <b>Global Awareness</b> <b>Business, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b>
<b>Unit Rationale:</b> In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implication of dance, music, theatre, and visual art. This includes understanding how the arts and culture continue to influence each other.
<b>Learning Targets</b>
<b>Standards 1.2.</b> History of Arts and Culture
<b>Content Statements:</b> <ul style="list-style-type: none"> <li>• Technological changes have and will continue to substantially influence the development and nature of the arts.</li> <li>• Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>• The arts reflect cultural mores and personal aesthetics throughout the ages.</li> </ul>

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>	
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How are the arts and culture connected?</li> <li>● How does my art influence and express my humanity?</li> <li>● What can we learn through the arts about culture both past and present?</li> </ul>		<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● The arts and culture are interconnected and reflect the time and place in which a work was created.</li> <li>● The arts help to give meaning to our lives.</li> <li>● Art can teach us about our past and reflects trends in our current society.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Be able to see the use of the elements and principles of art and design cross-culturally and see these elements as universal tools and truths in the art world</li> <li>● Explore the connection between artwork and culture</li> <li>● Research and discover works from many different cultures and be able to tell the difference between the work of different societies based on stylistic preferences</li> <li>● See the current connections between today's society and its influence on contemporary artwork</li> </ul>		
<b>Evidence of Learning</b>		
<b>Summative Assessment</b> Rubric, Critique, Display, Assessment		
<b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● SMARTBoard, Chromebook, computer, Internet</li> <li>● Art supplies</li> <li>● Visual aids</li> <li>● Art books</li> </ul>		
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Internet, Chromebook applications</li> <li>● Art Educators of New Jersey</li> <li>● Books</li> <li>● Scholastic Art magazine</li> </ul>		

**Formative Assessments**

- Exit Slips
- Worksheets
- Class discussion
- Reflection
- Research

Teacher observation

**Differentiation**

- Modifications will be created based on the following; age, level, skill level, student IEP, student 504.

Content Area: Art	
Course Title: 1.3 Performance	Grade Level: Sixth through Eighth Grade
<b>Lessons*</b>	<b>Duration</b>
<b>Drawing:</b> Students will learn how to properly use drawing materials. They will learn how to create objects realistically using shading. They will explore a variety of artists associated throughout this unit.	3 weeks
<b>Ceramics:</b> Students will learn how to properly use clay and all materials associated with it to create a ceramic project. They will explore the history and importance of pottery throughout time.	3 weeks
<b>Painting:</b> Students will learn how to properly use a variety of different paints and the tools associated with them. They will explore a variety of artists and genres of art throughout the unit.	3 weeks
<b>Sculpture:</b> Students will learn about the history of sculpture and the correlation between 2-D and 3-D artwork, as well as the proper vocabulary associated with sculpture. They will create their own sculpture, in the same style of a specific sculptor or genre.	4 weeks
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>
<b>Unit Title:</b> Performance
<b>Target Course/Grade Level:</b> 6-8
<p><b>Unit Summary 1.3:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Science, Social Studies, Music</p> <p><b>21<sup>st</sup> century themes:</b></p> <p><b>Business, Economic, Business and Entrepreneurial Literacy</b></p> <p><b>Global Awareness</b></p> <p><b>Civic Literacy</b></p>
<p><b>Unit Rationale:</b> Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to self and other. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.</p>
<b>Learning Targets</b>
<b>Standards 1.3 Performance</b>
<p><b>Content Statements:</b></p> <ul style="list-style-type: none"> <li>• The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.</li> <li>• 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.</li> <li>• 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.</li> <li>• Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.</li> <li>• Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.</li> </ul>

<ul style="list-style-type: none"> <li>The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.</li> </ul>			
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
1.1.8.D.1	Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three-dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).		
1.1.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.		
1.1.8.D.3	Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.		
1.1.8.D.4	Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content.		
1.1.8.D.5	Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.		
1.1.8.D.6	Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do we incorporate the use of the elements and principles of art to make a successful work of art?</li> <li>How can you identify a specific genre of art?</li> <li>Why is it important to use artistic media correctly?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The elements and principles of art are the building blocks to a successful work of art.</li> <li>Genres/cultural artwork can be identified through theme, medium, subject and stylistic preferences.</li> <li>In order to make successful artwork, it is imperative to know how to use art materials properly.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do we incorporate the use of the elements and principles of art to make a successful work of art?</li> <li>How can you identify a specific genre of art?</li> <li>Why is it important to use artistic media correctly?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The elements and principles of art are the building blocks to a successful work of art.</li> <li>Genres/cultural artwork can be identified through theme, medium, subject and stylistic preferences.</li> <li>In order to make successful artwork, it is imperative to know how to use art materials properly.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do we incorporate the use of the elements and principles of art to make a successful work of art?</li> <li>How can you identify a specific genre of art?</li> <li>Why is it important to use artistic media correctly?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>The elements and principles of art are the building blocks to a successful work of art.</li> <li>Genres/cultural artwork can be identified through theme, medium, subject and stylistic preferences.</li> <li>In order to make successful artwork, it is imperative to know how to use art materials properly.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Learn to use a variety of art materials properly and utilize the appropriate vocabulary surrounding each medium.</li> <li>Use the elements and principles of art and design in order to create multiple works of art</li> </ul>			

<ul style="list-style-type: none"> <li>● Analyze a wide variety of artists from different cultures and genres and discuss commonalities amongst different artists in a group.</li> <li>● Explore the correlation between the proper use of media and thematic content and symbolism in a work of art.</li> </ul>
<b>Evidence of Learning</b>
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Critique</li> <li>● Reflection</li> <li>● Unit assessment</li> </ul> <p><b>Equipment needed:</b></p> <ul style="list-style-type: none"> <li>● SMARTBoard, Chromebook, computer, Internet</li> <li>● Visual aids</li> <li>● Art materials</li> </ul> <p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>● Internet, Chromebook applications</li> <li>● Art Educators of New Jersey</li> <li>● Books</li> <li>● Scholastic Art magazine</li> </ul>
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Worksheets</li> <li>● Class discussion</li> <li>● Reflection</li> <li>● Teacher observation</li> </ul>
<p><b>Differentiation</b></p> <p>Modifications will be created based on the following; age, level, skill level, student IEP, student 504.</p>

Content Area: Art	
Course Title: 1.4 A Aesthetic Responses	Grade Level: Sixth through Eighth Grade
<b>Lessons*</b>	<b>Duration</b>
<b>Analyze:</b> Students will have a unit on “Reading Artwork”. They will first analyze artwork for subject matter and details. They will then analyze the works of art for mood, theme and personal connections. In conclusion, they will	Marking Period

have an assessment on all concepts learned, while looking at a previously unseen work of art.	
<b>Critique:</b> Students will participate in art walks throughout the marking period. During the creation of a project, students will walk around and view each other's work, offering constructive criticism. At the conclusion of a project, students will have a critique	On-going
<b>Creation:</b> Students will create a variety of artwork, using various media. They will create both functional and decorative artwork and will learn to appreciate and understand the value of both.	2-4 weeks (depending on the project)
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>
<b>Unit Title: 1.4 A Aesthetic Responses</b>
<b>Target Course/Grade Level: 6-8</b>
<p><b>Unit Summary:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Science, Social Studies, Technology, Geography</p> <p><b>21<sup>st</sup> century themes:</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Business, Economic, Business and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> </ul>
<p><b>Unit Rationale:</b> The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theatre, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result on knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.</p>
<b>Learning Targets</b>
<b>Standards 1.4.A Aesthetic Responses</b>
<b>Content Statements:</b>



<ul style="list-style-type: none"><li>● Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</li><li>● Art may be used for utilitarian and non-utilitarian purposes.</li><li>● Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</li><li>● Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</li><li>● Symbolism and metaphor are characteristics of art and art-making.</li><li>● Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</li><li>● Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</li></ul>		
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>	
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	
Unit Essential Questions <ul style="list-style-type: none"><li>● How can art express emotions?</li><li>● Is art functional or decorative?</li></ul>		Unit Enduring Understandings <ul style="list-style-type: none"><li>● The arts have the ability to create an emotional response, either through creating the work of art, or by viewing it. Each person may take something different from a work of art.</li><li>● Art can be either functional, decorative or both, depending on the medium and intention of the artists. Function does not make a work more or less valuable or meaningful.</li></ul>

<ul style="list-style-type: none"> <li>● How can art reflect abstract views or concepts?</li> </ul>	<ul style="list-style-type: none"> <li>● Abstract concepts can be portrayed in a work of art through the use of symbolism and metaphors, as well as subject and style.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Create both functional and decorative works of art.</li> <li>● View a variety of artwork and analyze it for mood, theme and personal connections. Students will prove their opinions by citing details in the artwork and how the elements of art are utilized.</li> <li>● Compare and contrast different styles of artwork from various time periods and analyze how the timing and intention of the artwork affects the overall style and appearance.</li> <li>● Critique one another's projects by conducting "art walks" throughout a project, as well as a formal critique at the conclusion of a project.</li> <li>● Have a portfolio critique at the conclusion of the marking period.</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Rubric, Critique, Display, Assessment <b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● SMARTBoard, Chromebook, computer, Internet</li> <li>● Art supplies</li> <li>● Visual aids</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Internet, Chromebook applications</li> <li>● Art Educators of New Jersey</li> <li>● Books</li> <li>● Scholastic Art magazine</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Worksheets</li> <li>● Class discussion</li> <li>● Reflection</li> <li>● Teacher observation</li> </ul>	
<b>Differentiation</b> Modifications will be created based on the following; age, level, skill level, student IEP, student 504.	

Content Area: Art	
Course Title: 1.4 B Critique Methodologies	Grade Level: Sixth through Eighth Grades
<b>Lessons*</b>	<b>Duration</b>
Students will complete a self-evaluation rubric for their projects. They will also have a reflection piece added to each project where they analyze their own artwork and look for strengths and areas for improvement.	On-going
Students will have a critique at the end of a project where they display their artwork on the board for each other to see. Students will use proper terminology while discussing their artwork and the work of their peers.	On-going
Students will be exposed to a variety of different artists, styles and cultures. They will evaluate their artwork after having gained background information and while using correct terminology.	On-going
*All lessons at discretion of the teacher; they may be changed or substituted at any time, as long as standards are covered.	

<b>Content Area: Art</b>
<b>Unit Title: 1.4 B Critique Methodologies</b>
<b>Target Course/Grade Level: 6-8</b>
<p><b>Unit Summary:</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Science, History, Geography, Music, Technology</p> <p><b>21<sup>st</sup> century themes:</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Business, Economic, Business and Entrepreneurial Literacy</li> <li>● Civic Literacy</li> </ul>
<p><b>Unit Rationale:</b> Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret, and evaluate artistic expression and quality in both their own artistic creation and in the work of other. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.</p>

Learning Targets	
<b>Standards 1.4.B Critique Methodologies</b>	
<b>Content Statements:</b> <ul style="list-style-type: none"> <li>Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</li> <li>Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.</li> <li>Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>How do we decide what is "good" and what is "bad"?</li> <li>Do artistic style and preference, as well as the intention of the artists have any bearings on analyzing its quality?</li> <li>How do we make revisions and adjustments based on self-evaluation?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>Use knowledge of the elements and principles of art in order to evaluate a work of art.</li> <li>Styles vary greatly from artists to artists, which is the beauty of art. When analyzing a work of art, it is important to take into consideration information on the artist, such as their background, style, culture and time period.</li> <li>Make informed decisions on the quality of a work of art.</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>Compare and contrast specific subject matter from a variety of different times and cultures throughout art history.</li> <li>Critique one another's artwork, using proper terminology.</li> <li>Conduct self-evaluation, using proper terminology.</li> </ul>	

<ul style="list-style-type: none"> <li>● Discuss various stylistic periods throughout art history, the history and intention of that period and its overall effect on their artwork.</li> </ul>
<b>Evidence of Learning</b>
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Rubric</li> <li>● Critique</li> <li>● Display</li> </ul> <b>Equipment needed:</b> <ul style="list-style-type: none"> <li>● SMARTBoard, Chromebook, computer, Internet</li> <li>● Art supplies</li> <li>● Visual aids</li> </ul> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Internet, Chromebook applications</li> <li>● Art Educators of New Jersey</li> <li>● Books</li> <li>● Scholastic Art magazine</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Exit Slips</li> <li>● Worksheets</li> <li>● Class discussion</li> <li>● Reflection</li> <li>● Teacher observation</li> </ul>
<b>Differentiation</b> Modifications will be created based on the following; age, level, skill level, student IEP, student 504.

### ***Grades Sixth through Eighth Performing Arts Curriculum***

Content Area: Music	
Course Title: Performing Arts Full Year Elective Course (Meeting every other day)	Grade Level: 6 <sup>th</sup> – 8 <sup>th</sup> Grade
Pacing Guide	Weeks

<b>Unit Title: Orientation</b>  <b>Standards:</b> 1.1.B, 1.1.C, 1.2.A, 1.3.B, 1.3.C, 1.3.D, 1.4.A, & 1.4.B	Five Weeks
<b>Unit Title: Speech Rhythm, and Solfege</b>  <b>Standards:</b> 1.1.B, 1.1.C, 1.3.B, 1.3.C, 1.4.A, & 1.4.B	Twelve Weeks
<b>Unit Title: Improvisation, Sight Singing, &amp; Theory</b>  <b>Standards:</b> 1.1.B, 1.1.C, 1.2.A, 1.3.B, 1.3.C, 1.3.D, 1.4.A, & 1.4.B	Six Weeks
<b>Unit Title: Film Music</b>  <b>Standards:</b> 1.1.B, 1.1.C, 1.2.A, 1.3.B, 1.3.C, 1.4.A, & 1.4.B	Twelve Weeks

<b>Content Area: Visual and Performing Arts</b>
<b>Unit Title:</b> Orientation
<b>Target Course/Grade Level:</b> 6-8
<b>Unit Summary</b> <b>Primary interdisciplinary connections:</b> Writing skills, health and physical education, History <b>21<sup>st</sup> century themes:</b> Global Awareness, Civic Literacy and Health Literacy
<b>Unit Rationale</b> Students will become familiar with basic music terms and understand how to read a vocal score. Students will also learn to communicate with their classmates and understand what is essential for becoming a good actor.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> </ul>

- **1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- **1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- **1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art

#### **Content Statements**

- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.1.8.C.2	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.

1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What qualities do a good actor or actress possess?</li> <li>• What makes a good communicator?</li> <li>• How was your group's performance?</li> <li>• What do you look for when examining a new piece of music?</li> <li>• Why is it important to warm up and stretch before singing?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Warming up is important for performing vocal music and staged performances</li> <li>• Communication skills are necessary in many situations in and out of the classroom.</li> <li>• Details written within scores are very important in interpreting the composer's intentions.</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What qualities do a good actor or actress possess?</li> <li>• What makes a good communicator?</li> <li>• How was your group's performance?</li> <li>• What do you look for when examining a new piece of music?</li> <li>• Why is it important to warm up and stretch before singing?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Warming up is important for performing vocal music and staged performances</li> <li>• Communication skills are necessary in many situations in and out of the classroom.</li> <li>• Details written within scores are very important in interpreting the composer's intentions.</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• What qualities do a good actor or actress possess?</li> <li>• What makes a good communicator?</li> <li>• How was your group's performance?</li> <li>• What do you look for when examining a new piece of music?</li> <li>• Why is it important to warm up and stretch before singing?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Warming up is important for performing vocal music and staged performances</li> <li>• Communication skills are necessary in many situations in and out of the classroom.</li> <li>• Details written within scores are very important in interpreting the composer's intentions.</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Be able to concentrate</li> <li>• Utilize time effectively</li> <li>• Demonstrate listening skills</li> <li>• Give and receive criticism</li> <li>• Accept failure and success</li> <li>• Demonstrate respect for themselves and others</li> <li>• Be able to define "staff"</li> <li>• Examine new music</li> <li>• Demonstrate correct vocal production techniques</li> </ul>			
<b>Evidence of Learning</b>			
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Tableaux project</li> </ul>			
<b>Equipment needed:</b> Piano, music, journals, Chromebooks, SMARTboard			
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>• Music, CDs, YouTube</li> </ul>			



<b>Formative Assessments</b>	
<ul style="list-style-type: none"> <li>● Exit slips</li> <li>● journal entries</li> <li>● participation Tableaux project</li> <li>● stage direction quiz</li> </ul>	
<b>Lesson Plans</b>	
<b>Lesson</b>	<b>Timeframe</b>
Rules, Expectations and Getting to Know You: <ul style="list-style-type: none"> <li>● Review course outline</li> <li>● Name Game</li> <li>● Journal- what are you most looking forward to in Performing Arts this year?</li> </ul>	<b>1 day</b>
<ul style="list-style-type: none"> <li>● Introduction to proper singing techniques</li> <li>● Getting to know you games</li> <li>● Journals- what goals do you have for yourself this year?</li> </ul>	<b>1 day</b>
Getting to Know You More and Singing Basics <ul style="list-style-type: none"> <li>● Assign chorus folders</li> <li>● Warm-ups</li> <li>● Discuss music reading- show different scores on SMARTboard</li> <li>● Discuss importance of vocal, emotional and physical warm ups for singing and acting</li> <li>● Would you rather game</li> <li>● Exit slip- define staff and treble clef notes</li> </ul>	<b>1 day</b>
Communication and Music Basics <ul style="list-style-type: none"> <li>● Music reading skills</li> <li>● Discuss good communication skills and relate to personal relationships</li> <li>● Telephone, drawing communication activity, Mime tug of war, Port/Starboard</li> <li>● Areas of the stage diagram</li> </ul>	<b>2 days</b>
Physical Interaction and New Music <ul style="list-style-type: none"> <li>● Warm up and stretch</li> <li>● Review concert music</li> <li>● Port/Starboard with areas of the stage</li> </ul>	<b>3 days</b>

<ul style="list-style-type: none"> <li>● Journal- reflect on your new communication skills</li> <li>● Discuss criticism</li> <li>● Quiz- areas of the stage</li> <li>● Using your whole body in acting</li> <li>● Scene work in groups- class will critique: one positive, one thing that could be improved, one more positive</li> </ul>	
Winter Concert Music and Trust <ul style="list-style-type: none"> <li>● Warm up and stretch</li> <li>● Winter concert music review</li> <li>● Notes of the Bass Clef</li> <li>● Trust Walk</li> <li>● Tableaux introduction</li> <li>● Journal- what does it take to trust someone?</li> </ul>	3 days
Concert Music and Tableaux <ul style="list-style-type: none"> <li>● Warm up and stretch</li> <li>● Solfege introduction</li> <li>● Rhythm reading</li> <li>● Tableaux projects in groups</li> <li>● Perform Tableaux projects</li> <li>● Class critiques</li> </ul>	2 days
<b>Teacher Notes:</b> Some students have never acted or sung before. They may feel shy or intimidated about being in performing arts. This orientation unit is designed to make students feel more comfortable.	

Lesson Plan 1							
Content Area: Visual and Performing Arts							
Lesson Title: Concert Music and Tableaux						Timeframe: 1 day	
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
x	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
<u>21<sup>st</sup> Century Skills</u>							

x	Creativity and Innovation	x	Critical Thinking and Problem Solving	x	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy	x	Life and Career Skills		
<b>Interdisciplinary Connections:</b> Reading rhythms and math connections, History and culture through music,							
<b>Integration of Technology:</b> SMARTboard							
<b>Equipment needed:</b> Music, CDs, piano, SMARTboard							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> <li>Students will be able to sing using proper singing techniques</li> <li>Students will be able to read new rhythms and pitches</li> <li>Students will be able to demonstrate their understanding of tableaux</li> <li>Students will be able to create and perform an original scene in groups</li> <li>Students will be able to provide appropriate critiques for themselves and their classmates</li> </ul>	<ol style="list-style-type: none"> <li>Students stretch and warm up as a class</li> <li>Read new rhythms together at the SMARTboard- clap and say using Kodaly</li> <li>Work on selected concert music</li> <li>Group work- tableaux projects. Students work together to create a scene with a beginning, middle and end using only tableaux.</li> <li>Students take turns performing their scenes for the class.</li> <li>Sandwich critique from classmates- One thing that went well, one thing that can be improved, and one more compliment.</li> <li>Students journal and reflect about their performances.</li> </ol>	<ul style="list-style-type: none"> <li>Class participation is graded with a rubric</li> <li>Tableaux project is graded with a rubric</li> <li>Journals will be reviewed</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Students are grouped based on their vocal range for the singing portion of class</li> <li>Some groups are created by the teacher based on individual student needs</li> </ul>		
<b>Resources Provided</b> <ul style="list-style-type: none"> <li>Music, CDs, SMARTboard</li> </ul>		

<b>Content Area: Visual and Performing Arts</b>
<b>Unit Title:</b> Speech, Rhythm and Solfege
<b>Target Course/Grade Level:</b> 6-8
<b>Unit Summary</b> <b>Primary interdisciplinary connections:</b> Writing skills, health and physical education, History <b>21<sup>st</sup> century themes:</b> Global Awareness, Civic Literacy and Health Literacy
<b>Unit Rationale:</b> Verbal communication is an important life skill. Instruction in this unit will provide students the skills they need to face day-to-day speaking opportunities.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>● <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art</li> </ul>
<b>Content Statements</b> <ul style="list-style-type: none"> <li>● Common, recognizable musical forms often have characteristics related to specific cultural traditions.</li> <li>● Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</li> <li>● Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</li> <li>● Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.</li> </ul>

- Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- 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 music.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.
- Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense
- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits
- Symbolism and metaphor are characteristics of art and art-making
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.		
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.		
1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different <u>historical eras</u> .		
1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.		
1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.		
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.		
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.		
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is verbal communication an important life skill?</li> <li>● What is the value in becoming musically literate?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Confidence while speaking publicly</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is verbal communication an important life skill?</li> <li>● What is the value in becoming musically literate?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Confidence while speaking publicly</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● Why is verbal communication an important life skill?</li> <li>● What is the value in becoming musically literate?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Confidence while speaking publicly</li> </ul>		

<ul style="list-style-type: none"> <li>● What rhythmic patterns can I create in 4/4 time?</li> <li>● What was the impact of the radio on society in the 1930s-1940s</li> </ul>	
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Develop public speaking skills</li> <li>● Define speech vocabulary words</li> <li>● Write rhythms they hear performed</li> <li>● Sing using solfege syllables</li> <li>● Memorize concert music</li> <li>● Perform speech assignments alone and in a group</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Lifetime Achievement Award Radio Play <b>Equipment needed: Piano, CDs, music, SMARTboard, poems, Chromebooks,</b> <b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>● Piano, CDs, music, SMARTboard, poems, Chromebooks</li> </ul>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Participation</li> <li>● Quiz</li> <li>● Journals</li> <li>● Reader's Theatre</li> </ul> <b>Differentiation</b> <ul style="list-style-type: none"> <li>● Students are grouped based on their vocal range for the singing portion of class</li> <li>● Some groups are created by the teacher based on individual student needs</li> <li>● Lifetime achievement award can be shortened and do not need to be memorized for students with 504s and IEPs</li> <li>● Radio dramas can be written</li> </ul>	

<b>Content Area: Music and Drama</b>
<b>Unit Title:</b> Improvisation and New Music
<b>Target Course/Grade Level:</b> 6-8
<b>Unit Summary</b>

<b>Primary interdisciplinary connections:</b> Writing skills, health and physical education, history
<b>21<sup>st</sup> century themes:</b> Global Awareness, Civic Literacy and Health Literacy
<b>Unit Rationale:</b> Improvisation will help students tell stories effectively throughout the course in future projects. Effective acting can only occur with basic training in development of character, story structure and setting. Students will also further their ear training and sight singing skills with new concert music.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li>● <b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>● <b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>● <b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art</li> </ul>
<b>Content Statements</b> <ul style="list-style-type: none"> <li>● Common, recognizable musical forms often have characteristics related to specific cultural traditions.</li> <li>● Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</li> <li>● Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</li> <li>● Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.</li> <li>● Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.</li> <li>● A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</li> <li>● Technological changes have and will continue to substantially influence the development and nature of the arts.</li> <li>● Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</li> <li>● Western, non-Western, and avant-garde notation systems have distinctly different characteristics.</li> <li>● Stylistic considerations vary across genres, cultures, and historical eras.</li> <li>● Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.</li> </ul>



- 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 music.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.
- Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense
- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits
- Symbolism and metaphor are characteristics of art and art-making
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.1.8.C.1	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different <u>historical eras</u> .
1.1.8.C.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.		
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.		
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.		
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		
<table border="1"> <tr> <td> <b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does improvisation help us become better actors?</li> <li>● What makes a great story?</li> </ul> </td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Taking risks can be beneficial</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does improvisation help us become better actors?</li> <li>● What makes a great story?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Taking risks can be beneficial</li> </ul>
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>● How does improvisation help us become better actors?</li> <li>● What makes a great story?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● Taking risks can be beneficial</li> </ul>		
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Recognize patterns within new music</li> <li>● Sing with correct posture and breath control</li> <li>● Demonstrate understanding of characterization</li> <li>● Perform both spontaneous and planned improvisation</li> <li>● Define the terms advancing, chivalry and endowment</li> <li>● Demonstrate storytelling skills</li> <li>● Take risks and accept failure</li> </ul>			
<b>Evidence of Learning</b>			
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>● Twisted Fairy Tails</li> <li>● SGO and sight-reading test</li> </ul>			

<b>Equipment needed:</b> Piano, CDs, SMARTboard, Chromebooks
<b>Teacher Resources:</b> <ul style="list-style-type: none"> <li>Piano, CDs, SMARTboard, Chromebooks</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>Participation, quizzes, journals, exit slips, class plays</li> </ul>
<b>Differentiation</b> <ul style="list-style-type: none"> <li>Students are grouped based on their vocal range for the singing portion of class</li> <li>Some groups are created by the teacher based on individual student needs</li> </ul>

<b>Content Area: Music and Drama</b>
<b>Unit Title:</b> Film Music
<b>Target Course/Grade Level:</b> 6-8 Performing Arts
<b>Unit Summary</b> Students will survey elements in the evolution of film music. Students will evaluate the effectiveness of music for film as it relates to the composers technical proficiency and the context of the films.
<b>Primary interdisciplinary connections:</b> History, writing skills <b>21<sup>st</sup> century themes:</b>
<b>Unit Rationale</b> This unit will broaden and deepen students’ understandings of how music affects mood and interpretation of a scene. Prior music knowledge is necessary in order to discuss musical elements. Students have also learned how to develop effective scripts in previous units. This unit will enhance understanding of connection between music and film.
<b>Learning Targets</b>
<b>Standards</b> <ul style="list-style-type: none"> <li><b>1.1 The Creative Process</b> All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</li> <li><b>1.2 History of the Arts and Culture</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li><b>1.3 Performance</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b> All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art</li> </ul>

### **Content Statements**

- Common, recognizable musical forms often have characteristics related to specific cultural traditions.
- Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.
- Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.
- Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.
- Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.
- A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.
- Technological changes have and will continue to substantially influence the development and nature of the arts.
- Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.
- The arts reflect cultural mores and personal aesthetics throughout the ages.
- Western, non-Western, and avant-garde notation systems have distinctly different characteristics.
- Stylistic considerations vary across genres, cultures, and historical eras.
- 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 music.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.
- Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.

- Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.
- Art may be used for utilitarian and non-utilitarian purposes.
- Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.
- Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.
- Symbolism and metaphor are characteristics of art and art-making.
- Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.
- Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.
- Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.
- Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.
- Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.8.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
1.1.8.C.1	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.2	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
1.1.8.C.4	Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.		
1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.		
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.		
1.3.8.B.1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.		
1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.		
1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.		
1.3.8.B.4	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.		
1.3.8.C.1	Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.		
1.3.8.C.2	Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.		
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.		
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.		
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.		
1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.		
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
<table border="1"> <tr> <td><b>Unit Essential Questions</b></td><td> <b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● How can music communicate a narrative?</li> </ul> </td></tr> </table>		<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● How can music communicate a narrative?</li> </ul>
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>● How can music communicate a narrative?</li> </ul>		

<ul style="list-style-type: none"> <li>● Does the context of a music composition impact the perception of its significance or meaning?</li> <li>● Does applying a narrative to a music composition impact its meaning?</li> <li>● How can music communicate a narrative (can it do so without lyrics)?</li> <li>● What steps does the composer take when creating a film score?</li> <li>● How does the composer establish the basic mood?</li> <li>● How does the composer enhance the drama?</li> <li>● How does the composer give the film continuity?</li> <li>● How does the composer use themes? •Do film composers have an easier or harder time composing convincing works because of their medium?</li> <li>● Do film composers have an easier or harder time composing convincing works when the movie lacks dialogue?</li> </ul>	<ul style="list-style-type: none"> <li>● How does the composer establish the basic mood of a film?</li> </ul>
<b>Unit Learning Targets</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>● Sing concert selections with proper techniques</li> <li>● Define vocabulary terms associated with film scoring</li> <li>● Recall musical elements and their meanings</li> <li>● Recognize musical elements in film music</li> <li>● Create film music by manipulating musical elements</li> <li>● Use Garageband to create compositions</li> <li>● Analyze film extracts and the music used in particular film music</li> <li>● Create an original script and film</li> <li>● Use iMovie to edit an original film</li> </ul>	
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> Film Score project	
<b>Equipment needed:</b> Chromebook, Smartboard, piano, CDs	
<b>Teacher Resources:</b>	

<ul style="list-style-type: none"> <li>● Chromebooks, music, piano, listening journals, iMovie, Garageband</li> </ul>
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>● Listening journals, vocabulary quiz, writing prompt, Life Soundtrack project</li> </ul>
<b>Differentiation</b> Students will work on projects both individually and in small groups. Unlimited time for individuals with IEPs and 504s will be provided when working on quizzes and writing prompts
<b>Resources Provided</b> Chromebooks, music, piano, listening journals, iMovie, Garageband