

**Visual & Performing Arts  
Curriculum Guide**

**Developed By and For:  
Montague Township School District**

**Grades K-8**

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## **Philosophy and Rationale**

Visual and performing arts are disciplines with creative, intellectual, perceptual, aesthetic, critical, and historical dimensions. They encourage intuitive and emotional responses by developing a student's abilities to create, analyze, recognize, and reorganize. Throughout history, the arts have helped people understand themselves and others in historical, cultural, and aesthetic terms. Experiences in the arts enable us to explore the past, communicate ideas, express feelings, and develop respect for the values, attitudes, and beliefs of others.

The arts have an essential service to perform in the curriculum. They are a vital part of the student environment, and it is important that each student have the opportunity for educational experiences. These will help them grow in aesthetic understanding and expression. The arts are not an isolated entity created apart from the world, but are reflective of society and the times in which they are produced, and, therefore, offer insight into the historical and cultural qualities of those civilizations from which they have emerged. As a medium for aesthetic stimulation and personal expression, the arts are an important part of life because they communicate beauty, contribute to the development of individual values, and have an influence upon patterns of behavior.

An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual arts is critical to our success as we move further into the twenty-first century. Our economic well-being and ability to compete and cooperate in the global marketplace require that our students learn to develop ideas, increase their ability to solve problems, and interact in partnerships—skills inherently learned through the arts.

## **Implementation**

The arts have the inherent ability to fit naturally into all the areas of curriculum. Hence, it is believed that Visual and Performing Arts should be integrated in a cross-curricular manner, providing students with meaningful connections and interdisciplinary relationships. As a result, the concepts taught will become more concrete and purposeful for the learner. The planning of interdisciplinary units would require collaboration among teachers, and it is the hope of this committee that time and resources will be provided when needed to assist in this cross-curricular endeavor.

## **The Vision**

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of music, theater, visual art, and dance is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-8 education, is key to maximizing the benefits of the arts in education.

( [www.state.nj.us/education/cccs/2004/s1\\_vpa.pdf](http://www.state.nj.us/education/cccs/2004/s1_vpa.pdf) )

# Advocacy and Service

**Physical Education**

**Standard 2.2 Advocacy and Service**

**Social Studies**

**Standard 6.3 Active citizens in the 21st century**

Advocacy and Service projects provide an opportunity for the students of Montague School District to have a positive impact on the lives of self and others. The Social Studies and Physical Education curriculums include standards to address advocacy and service and active citizenship. School service projects are completed throughout the school year through interdisciplinary activities such as food drives, nursing home visits, coat drives, veteran activities, etc....

## Homeroom Activities

The following standards from Physical Education and Health Curriculum

- By the end of Grade 2 2.2.2.D.1: Determine the benefit for oneself and others of participating in a class or school service activity
- By the end of Grade 4 2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.
- By the end of Grade 6 2.2.6.D Advocacy and Service: Participation in social and health or service organization initiatives have a positive social impact.
- By the end of Grade 6 2.2.6.D.1: Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service
- By the end of Grade 6 2.2.6.D.2: Develop a position about a health issue in order to inform their peers
- 2.2.D.8 Advocacy and Service: Effective Advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
- 2.2.8.D.1: Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
- 2.2.8.D.2: Defend a position on a health or service issue to activate community awareness and responsiveness.

## Interdisciplinary Content Standards for Advocacy

The following standards from the Social Studies Curriculum are addressed through various activities.

### Social Studies

#### **6.3.4.B.1** Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.

**6.3.4.B.1** Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

## Holocaust Education

The Montague Township School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. Utilizing resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, Anti-Bullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.






**2a.** Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.

**2b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- **K-4 Curriculum Guide:**
  -  [Caring Makes a Difference](#)
  
- **5-8 Curriculum Guide:**
  -  [To Honor All Children, part one](#)  
(1.81 MB, PDF)
  
  -  [To Honor All Children, part two](#)  
(5.82 MB, PDF)
  
  -  [To Honor All Children, part three](#)  
(2.34 MB, PDF)
  
  -  [To Honor All Children, part four](#)  
(6.15 MB, PDF)

## **Amistad Commission Mandate**

Goals of the Commission are supported by Montague Township School District through the infusion of the history of Africans and African-Americans into the social studies curriculum to provide an accurate, complete and inclusive history.

“In presenting the sweeping narrative of American history, African Americans have for too long, been cast in minor roles far from events, personalities and themes that become engrained in every student’s memory.

In New Jersey, that is all changing ... ” (Stephanie James Wilson, 2008).

### *Background:*

Under legislation sponsored by Assemblymen William D. Payne and Craig A. Stanley, Schools in the Garden State are moving to recognize the integral part African-Americans have played at every turn in this nation’s history. The Amistad Bill (A1301), which became law in 2002, calls on New Jersey schools to incorporate African-American history into their social studies curriculum. This legislation also created the Amistad Commission, a 23-member body charged with ensuring that African-American history, contributions and experiences are adequately taught in the state’s classrooms.

### *Purpose:*

The Amistad Commission ensures that the Department of Education and public schools of New Jersey implement materials and texts which integrate the history and contributions of African-Americans and the descendants of the African Diaspora.

To ensure that Frankford Township School District teachers are equipped to effectively teach the revised social studies core curriculum content standards. The following resources, but not limited to are available through the Amistad Commission:

<https://www.nj.gov/education/amistad/resources/literacy.pdf>

<http://www.njamistadcurriculum.net/>



## K-2<sup>nd</sup> Music Units

### Creative Process

**Grade Level:** K - 2                      **Subject:** Music                      **Topic:** Creative Process

**Pacing:** Ongoing

**Unit's Big Idea:** Literacy

**New Jersey Student Learning Standards 2014 Standard 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.

**Strand:** B Music

**Primary Interdisciplinary Connections:**

- Art, Theater, Dance, Visual Art

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Perform rhythms in a song.
- Identify the look and tonality of musical instruments

**Formative Assessment Tasks:**

- Role Plays, Group Work, Worksheets, Projects, Discussion, Question & Answer, Quizzes, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Echoing quarter, eighth notes, and rest patterns in a song.
- Orchestra bingo: Listen to the instrument and identify the picture on the bingo card

**Resources:**

Rhythm instruments, bingo game recording of instruments

Rationale	CPI's	Essential Questions	Enduring Understanding
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Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
<p><b>1.1.2.B.1</b>  <u>Ear training and listening skill</u> are prerequisites for musical literacy.</p>	<p><b>1.1.2.B.1</b>  Explore the <u>elements of music</u> through verbal and written responses to diverse aural prompts and printed scores.</p>	<p>What does music look like?</p> <p>K- Students are aware that music is made up of different elements.</p> <p>1<sup>st</sup> Students begin to look at basic music notation.</p> <p>2<sup>nd</sup> Students start to use music notation vocabulary.</p>	<p>Music is a series of symbols.</p> <p>K - Moving changes to the tempo in the Nutcracker Suite.</p> <p>1<sup>st</sup> Ta Ti Ti (aural and visual understanding that there can be one sound on a beat named "ta" and two sounds on a beat named "ti-ti")</p> <p>2<sup>nd</sup> Rhythm Chart to show understanding of rhythm</p>
<p><b>1.1.2.B.2</b>  The <u>elements of music</u> are foundational to basic music literacy.</p>	<p><b>1.1.2.B.2</b>  Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</p>	<p>What are musical elements and how are they used?</p> <p>K Dynamics</p> <p>1<sup>st</sup> Rhythm</p> <p>2<sup>nd</sup> Hear and identify musical elements (dynamics, timbre, melody, etc.)</p>	<p>Musical elements are the foundations of music literacy including rhythm, timbre, dynamics, form and melody.</p> <p>K - Dynamic song game.</p> <p>1<sup>st</sup> In the Hall of the Mountain King, move to rhythm.</p> <p>2<sup>nd</sup> Play notated rhythm on various percussion instruments.</p>
<p><b>1.1.2.B.3</b>  Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.</p>	<p><b>1.1.2.B.3</b>  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.</p>	<p>How is music organized?</p> <p>K Music is made up of ascending and descending patterns</p> <p>1<sup>st</sup> Music is made up of specific patterns of notes that are fast and slow.</p> <p>2<sup>nd</sup> Melodic contour</p>	<p>Music is organized by patterns and common traits.</p> <p>K - Halloween spooky sounds up and down</p> <p>1<sup>st</sup> Rhythm patterns</p> <p>2<sup>nd</sup> Let's go fly a kite</p>

<p><b>1.1.2.B.4</b> Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into <u>musical families</u> according to shared properties.</p>	<p><b>1.1.2.B.4</b> Categorize families of instruments and identify their associated musical properties.</p>	<p>How are instruments categorized?</p> <p>K Students are exposed to different instruments that make different sounds</p> <p>1<sup>st</sup> Identify instrument names</p> <p>2<sup>nd</sup> Basic instrument families</p>	<p>They are categorized by family.</p> <p>K Play, see and hear various instruments</p> <p>1<sup>st</sup> Peter and the wolf and Instrument bingo</p> <p>2<sup>nd</sup> Carnival of the Animals</p>
<p><b>1.3.2.B.1</b> 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.</p>	<p><b>1.3.2.B.1</b> Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p>	<p>How is music performed from written notation?</p> <p>K Performed from picture notation.</p> <p>1<sup>st</sup> Performed from written notation.</p> <p>2<sup>nd</sup> Performing on instruments using written notation.</p>	<p>Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics and tempo.</p> <p>K Teacher holds up cards with specific actions (example: singing, clapping)</p> <p>1<sup>st</sup> Rhythm patterns using quarter notes and eighth notes.</p> <p>2<sup>nd</sup> Orff instruments.</p>

## History of the Arts and Culture

**Grade Level:** K - 2

**Subject:** Music

**Topic:** History of the Arts and Culture

**Pacing:** Ongoing

**Unit's Big Idea:** Appreciation and Experience

**New Jersey Student Learning Standards 2014**

**Standard: 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.

**Strand A:** History of the Arts and Culture

**Standard: 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.

**Strand A:** Aesthetic Responses

**Strand B:** Critique Methodologies

**Primary Interdisciplinary Connections:**

- Art, Theater, Dance, Visual Art

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Listen to songs from different composers, cultures and time periods.

**Formative Assessment Tasks:**

- Role Plays, Group Work, Worksheets, Projects, Discussion, Question & Answer, Quizzes, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Students will discuss the elements of music such as similarities, differences, themes, culture and time periods.
- Students will respond and critique music and discuss how it makes them feel.

**Resources:**

Recordings or listening examples from different cultures

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.2.2.A.1</b> Dance, music, theatre, and visual artwork from diverse cultures and <u>historical eras</u> have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	<b>1.2.2.A.1</b> 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.	Throughout history, how have people used music to express their values and describe their experiences?  K Students will appreciate that music varies by culture.  1 <sup>st</sup> Students will appreciate that music varies by cultural events.  2 <sup>nd</sup> How are patriotic songs related to state, community and country?	Music expands understand of the world, its people and one's self. History and culture influence music.  K Holiday songs (Dreidel, Dreidel)  1 <sup>st</sup> Holiday songs (St. Patrick's Day)  2 <sup>nd</sup> Patriotic songs (Yankee Doodle)
<b>1.2.2.A.2</b> The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	<b>1.2.2.A.2</b> Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	How are musicians and their music effected/influenced by culture?  K Emotions influence music and how it sounds.  1 <sup>st</sup> Introduction to the cultural elements that influence music.  2 <sup>nd</sup> Introduction to composers.	Music is a reflection of a musician's cultural values and beliefs both past and present.  K Listen to a piece of music and come up with a list of descriptive words.  1 <sup>st</sup> Read a book about country/culture.  2 <sup>nd</sup> Explore musicians through story books.
<b>1.4.2.A.1</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.1</b> 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.).	How do composer's life and experience influence their music?  K Music can express emotion.  1 <sup>st</sup> Students begin to develop appreciation for different types of music.  2 <sup>nd</sup> Why do composers use certain elements in their music?	Music has aesthetic qualities that evoke a variety of emotional responses. Composers use life experiences as inspiration for their musical compositions.  K Listen to a selection of music and express an emotional response.  1 <sup>st</sup> Listen to various types of music.  2 <sup>nd</sup> Listening for a specific instrument.
<b>1.4.2.A.2</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics,	<b>1.4.2.A.2</b> Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual	What are similarities and difference between music of different cultures and time periods?  K The same song can sound different.	Music of different cultures and time periods has distinct characteristics.  K Listen to a song that is sung and listen to a song that is played.

as do the artists who create them.	art that evoke emotion and that communicate cultural meaning.	1 <sup>st</sup> Identify elements that make songs different. 2 <sup>nd</sup> Identify cultural and musical elements that make songs different.	1 <sup>st</sup> Listen to two versions of the same song. 2 <sup>nd</sup> Listen to two versions of the same song.
<b>1.4.2.A.3</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.3</b> 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).	How can music be used in a story to communicate emotions or feelings?  K Music can enhance the emotions and feelings of a story.  1 <sup>st</sup> Sounds can represent emotion.  2 <sup>nd</sup> Students understand and use sound to convey emotion in a story.	Music evokes emotional responses that enhance a story.  K Sound stories.  1 <sup>st</sup> Freddie the Frog.  2 <sup>nd</sup> Students add instruments to short story.
<b>1.4.2.A.4</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.4</b> Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	How can nature affect music?  K Imitate nature sounds.  1 <sup>st</sup> Identify nature sounds.  2 <sup>nd</sup> Nature can influence a composer's music.	Nature sounds can be used in musical works.  K Old MacDonald.  1 <sup>st</sup> Listen to a recording with nature sounds.  2 <sup>nd</sup> Vivaldi four seasons.
<b>1.4.2.B.1</b> Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	<b>1.4.2.B.1</b> 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.	How do you listen, evaluate and discuss music?  Why do we like the music we like?  K In order to listen, you music listen.  1 <sup>st</sup> Listen and reflect.  2 <sup>nd</sup> Listen to, reflect and form an opinion.	Music can be discussed and assessed using a variety of criteria.  K Listen to music.  1 <sup>st</sup> Directive listening.  2 <sup>nd</sup> Listen to various types of music.
<b>1.4.2.B.2</b> Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	<b>1.4.2.B.2</b> Apply the principles of positive critique in giving and receiving responses to performances.	Why is it important to critique performance?  K Students will identify that not all sound is good.  1 <sup>st</sup> Students understand that it takes teamwork to create a performance.	Constructive criticism is an important tool for evaluating music performance.  K Examples of "good" and "bad" performances.  1 <sup>st</sup> Small group performances.

		2 <sup>nd</sup> Students will improve upon performances.	2 <sup>nd</sup> Discuss performances.
<b>1.4.2.B.3</b> Contextual clues are embedded in works of art and provide insight into artistic intent.	<b>1.4.2.B.3</b> Recognize the making subject or theme in works of dance, music, theatre, and visual art.	How are themes used in music?  K How are sounds used to reflect themes in music?  1 <sup>st</sup> Begin to identify themes.  2 <sup>nd</sup> Create themes	Themes are used in music to provide insight to the composer's intent.  K Halloween songs.  1 <sup>st</sup> Read aloud book.  2 <sup>nd</sup> Using instruments in different ways.

## Performance

**Grade Level:** K - 2                      **Subject:** Music                      **Topic:** Performance

**Pacing:** Ongoing

**Unit's Big Idea:** Creating

**New Jersey Student Learning Standards 2014 Standard: 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.

**Strand: B** Music

**Primary Interdisciplinary Connections:**

- Art, Theater, Dance, Visual Art

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Students will sing and/or play a song using proper technique and visual cues.

**Formative Assessment Tasks:**

- Role Plays, Group Work, Worksheets, Projects, Discussion, Question & Answer, Quizzes, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- The students will sing and/or play a song while demonstrating the visual cues from a conductor

**Resources:**

Instruments, background accompaniment, sheet music

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<b>1.3.2.B.2</b> Proper vocal production/ <u>vocal</u>	<b>1.3.2.B.2</b> Demonstrate developmentally appropriate vocal	What is proper vocal production and technique?  K Speaking vs. Singing voice.	Proper vocal production requires an understanding of basic anatomy and physical properties of sound.



<p><u>placement</u> requires an understanding of basic anatomy and the physical properties of sound.</p>	<p>production/vocal placement and breathing technique.</p>	<p>1<sup>st</sup> You need to use your voice to sing. 2<sup>nd</sup> How do you use your voice to correctly sing?</p>	<p>K Vocal Warm-Ups 1<sup>st</sup> Games (Doggy, Doggy) 2<sup>nd</sup> Games (Charlie Over the Ocean)</p>
<p><b>1.3.2.B.3</b> Playing techniques for <u>Orff instruments</u> develop foundational skills used for hand percussion and melodic percussion instruments.</p>	<p><b>1.3.2.B.3</b> Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>	<p>What is the correct technique for playing classroom instruments? K Instruments make sound when properly played. 1<sup>st</sup> Students start to learn techniques for playing. 2<sup>nd</sup> More advanced technique</p>	<p>Playing technique for classroom instruments develop foundational skills used for hand percussion and melodic percussion. K Echo play. 1<sup>st</sup> Echo play, individual play. 2<sup>nd</sup> Ostinatos cross over.</p>
<p><b>1.3.2.B.4</b> Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.</p>	<p><b>1.3.2.B.4</b> 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.</p>	<p>How does proper vocalization improve singing? K Students will sing in unison. 1<sup>st</sup> Students will sing the home tone. 2<sup>nd</sup> Students will sing beginning chord tones.</p>	<p>Proper breathing techniques and correct posture improve the timbre of the voice and protect the voice when singing. K Echo song. 1<sup>st</sup> Sing a melody with the home tone drone. 2<sup>nd</sup> Sing a melody with a chord tone drone.</p>
<p><b>1.3.2.B.5</b> Improvisation is a foundational skill for <u>music composition</u>.</p>	<p>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.</p>	<p>How does improvisation allow you to creatively express ideas? K Students will be able to improvise when prompted by teacher. 1<sup>st</sup> Students will be able to improvise a rhythmic pattern. 2<sup>nd</sup> Students will be able to do a basic melodic improvisation.</p>	<p>Improvisation uses melodic or rhythmic patterns to help build a foundation for music composition. K Down by the Bay. 1<sup>st</sup> Play a rhythmic pattern on a percussion instrument. 2<sup>nd</sup> Improvise on pitched instrument.</p>

<p><b>1.3.2.B.6</b> Prescribed forms and rules govern <u>music composition</u>, rhythmic accompaniment, and the harmonizing of parts.</p>	<p>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.</p>	<p>How is form used to create music?</p> <p>K Students will be able to identify form through pictures.</p> <p>1<sup>st</sup> Students will be able to identify repeated sections.</p> <p>2<sup>nd</sup> Students will be able to identify repeated and non-repeated sections.</p>	<p>Musical form and rules govern music composition, rhythmic accompaniment and the harmonizing of parts.</p> <p>K Picture cards for each section.</p> <p>1<sup>st</sup> Sing a song with chorus.</p> <p>2<sup>nd</sup> Sing a song with chorus and verse.</p>
<p><b>1.3.2.B.7</b> Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.</p>	<p><b>1.3.2.B.7</b> Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.</p>	<p>Why are conductor's cues and gestures important to music performance?</p> <p>K Start and stop.</p> <p>1<sup>st</sup> Loud and soft.</p> <p>2<sup>nd</sup> Responding to cues in a performance.</p>	<p>Conductor's cues execute changes in dynamics, timbre, and timing.</p> <p>K Watch for teacher cues in a song.</p> <p>1<sup>st</sup> Watch for teacher cues in a song.</p> <p>2<sup>nd</sup> Watch for teacher cues in a song in a performance.</p>

## K - 2 Art Units

### Aesthetic Responses and Critique Methodologies

**Grade Level:** K - 2

**Subject:** Art

**Topic:** Aesthetic Responses and Critique Methodologies

**Pacing:** Ongoing

**Unit's Big Idea:** To demonstrate and apply an understanding of arts philosophies, judgment, and analysis to visual art.

**New Jersey Student Learning Standards 2014 Standard:**

**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.

**Strand A.** Aesthetic Responses

**B.** Critique Methodologies

**Primary Interdisciplinary Connections:**

- Social Studies, English Language Arts, Mathematics

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP6, CRP8, CRP9
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Demonstrate and apply an understanding of arts philosophies, judgment, and analysis to visual art across historically diverse works of art.

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Artist Statements, Reflections, "Gallery" Walks, Peer Conferencing, "Exit" Slips, Art Identification Game

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Students will apply the skills and knowledge, or/and attitudes that were learned into tasks that include creating works of art inspired by an artist or genre that demonstrate and/or explain an understanding of arts philosophy and analysis

**Resources:**

Posters, internet, books, Name the Artist DVD, student work, guest speakers

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.4.2.A.1</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.1</b> 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.).	How does a work art identify the characteristics of an artist and/or genre?	The aesthetic qualities of an artwork can identify the characteristics of the artist and/or genre such as gender, age, style, training, etc...
<b>1.4.2.A.2</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.2</b> Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	How can we learn about different cultures and periods of history through art?	Comparing and contrasting culturally and historically diverse works of art helps us to recognize that visual art evokes emotion and communicates cultural meaning.
<b>1.4.2.A.3</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.3</b> 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).	How can we tell a story through art?	Artists use imagination in creating a visual story to communicate a feeling or emotion.
<b>1.4.2.A.4</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	<b>1.4.2.A.4</b> Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	How is art inspired by nature?	Patterns in nature can be used to inspire a work of art.
<b>1.4.2.B.1</b> Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	<b>1.4.2.B.1</b> 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.	How can the basic arts elements be used to formulate an objective assessment of artwork?	Observation of the basic arts elements can be used to formulate an objective assessment of a work of art.

<b>1.4.2.B.2</b> Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	<b>1.4.2.B.2</b> Apply the principles of positive critique in giving and receiving responses to performances.	How can constructive criticism be utilized?	Constructive criticism incorporates the principles of positive critique when giving and receiving responses visual art.
<b>1.4.2.B.3</b> Contextual clues are embedded in works of art and provide insight into artistic intent.	<b>1.4.2.B.3</b> Recognize the making subject or theme in works of dance, music, theatre, and visual art.	How do contextual clues provide insight to a work of art?	Recognizing contextual clues such as the main subject or theme provides insight into the artistic intent of the artist.

<b>Creative Process</b>		
<b>Grade Level:</b> K - 2	<b>Subject:</b> Art	<b>Topic:</b> Creative Process
<b>Pacing:</b> Ongoing		
<b>Unit's Big Idea:</b> Art is an effective means of communication to express a variety of feelings, ideas, and viewpoints		
<b>New Jersey Student Learning Standards 2014</b>		
<p><b>Standard: 1.1</b> 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><b>Strand: D.</b> Visual Art</p>		
<b>Primary Interdisciplinary Connections:</b>		
<ul style="list-style-type: none"> <li>• Social Studies, English Language Arts</li> </ul>		
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes</b>		
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices:</b> <ul style="list-style-type: none"> <li>○ CRP1, CRP2, CRP4, CRP6, CRP8, CRP9</li> </ul> </li> <li>• <b>9.1 Personal Financial Literacy</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> </ul>		
<b>New Jersey Student Learning Standards Technology</b>		
<ul style="list-style-type: none"> <li>• <b>8.1 Educational Technology</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> <li>• <b>8.2 Technology Education, Engineering, Design and Computational Thinking</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> </ul>		
<b>Transfer Goal:</b> <i>Students will be increasingly able to independently use their learning to...</i>		
<ul style="list-style-type: none"> <li>• To see art is an effective means of communication to express a variety of feelings, ideas, and viewpoints</li> </ul>		
<b>Formative Assessment Tasks:</b>		
<ul style="list-style-type: none"> <li>• Group Work, Projects, Discussion, Question &amp; Answer, Teacher Observation, Artist Statements, Reflections, “Gallery” Walks, Peer Conferencing, “Exit” Slips, Art Identification Game</li> </ul>		
<b>Assessment Transfer Tasks:</b>		
<i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i>		
<ul style="list-style-type: none"> <li>• Complete a task to demonstrate an understanding of the elements and principles of art. Tasks may include but are not limited to identifying elements and principles of art from a variety of artworks (i.e. Van Gogh, Monet, Calder, Matisse)</li> </ul>		
<b>Resources:</b>		

Posters, internet, books, Name the Artist DVD, student work, guest speakers

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.1.2.d.1</b> The basic elements of art and principles of design govern art creation and composition.	<b>1.1.2.d.1</b> Identify the basic elements of art and principles of design in diverse types of artwork.	Why and how do artists apply the elements of art and principles of design in works of art?	Artists use a variety of problem solving and decision making skills to apply the elements of art, principles of design and sensory and expressive features in works of art.
<b>1.1.2.d.2</b> Recognizing the elements of art and principles of design in artworks of known and emerging artists as well as peers is an initial step towards visual literacy.	<b>1.1.2.d.2</b> Identify elements of art and principles of design in specific works of art and explain how they are used.	How does recognizing the elements of art and the principles of design in artworks lead to a greater visual literacy?	Recognizing the elements of art and the principles of design in artworks is an important step in establishing a foundation towards visual literacy.

## History of the Arts and Culture

**Grade Level:** K - 2                      **Subject:** Art                      **Topic:** History of the Arts and Culture

**Pacing:** Ongoing

**Unit's Big Idea:** The visual arts have had and will continue to have an influence throughout history and across cultures.

### New Jersey Student Learning Standards 2014

**Standard: 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.

**Strand: A.** History of the Arts and Culture

### Primary Interdisciplinary Connections:

- Social Studies, English Language Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP6, CRP8, CRP9
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand that visual arts have had and will continue to have an influence throughout history and across cultures.

### Formative Assessment Tasks:

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Artist Statements, Reflections, “Gallery” Walks, Peer Conferencing, “Exit” Slips, Art Identification Game

### Assessment Transfer Tasks:

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Complete a task to demonstrate the role, development and influence of the arts throughout history and across cultures. Tasks may include but are not limited to: artwork that depicts various cultures’ significant events i.e. Chinese New Year Dragons, African Masks, Mexican’s Day of the Dead Sugar Skull Skeletons, Aboriginal dot paintings, Native American (Navajo) sand paintings, East Asian bamboo brush paintings

### Resources:



Posters, internet, books, Name the Artist DVD, student work, guest speakers

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.2.2.A.1</b> Visual artwork from diverse cultures and historical eras has distinct characteristics and common themes that are revealed by contextual clues within the works of art.	<b>1.2.2.A.1</b> 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.	How do artists show history and culture through works of art?	Artwork is an essential tool towards documenting cultures and historical eras.
<b>1.2.2.A.2</b> The function and purpose of art-making across cultures is a reflection of societal values and beliefs.	<b>1.2.2.A.2</b> Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	How does artwork reflect past or present societal values and beliefs across various cultures?	Artwork can enable an understanding and appreciation of a past or present society or culture's values and beliefs

3rd -5th Music Units

**Creative Process**

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

**Subject:** Music

**Topic:** Creative Process

**Pacing:** Ongoing

**Unit's Big Idea: Literacy**

**New Jersey Student Learning Standards 2014 Standard**

**Standard: 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.

**Strand: B. Music**

**NOTE:** By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in music.

**Primary Interdisciplinary Connections:**

- Dance, Art, Theater and Visual Art

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Students will perform a song in harmony
- Grades 3 and 4 Students will learn lines and spaces. Students will learn the importance of building blocks of music both in large and small ensembles.
- Grade 5 Students read choral music systems. Students will sing basic harmonies.

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Role Plays

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Perform a song while demonstrating harmony, meter, tonality and melody.

**Resources:**

Sheet music, classroom instruments, accompaniment music, Games, “Ode to the treble clef”, Read music from grand staff notation.

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.1.5.B.1</b> 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.	<b>1.1.5.B.1</b> Identify the elements of music in response to aural prompts and printed music notational systems.	How does listening and reading music help develop music literacy?	Reading and listening to music helps develop musical fluency.
<b>1.1.5.B.2</b> 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.	<b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	What are the building blocks of music?	The building blocks are the elements of music that include meter, rhythm, tonality, and harmony.

## History of the Arts and Culture & Aesthetic Responses & Critique Methodologies

**Grade Level:** 3<sup>rd</sup> – 5<sup>th</sup>      **Subject:** Music      **Topic:** History of the Arts and Culture & Aesthetic Responses & Critique Methodologies

**Pacing:** Ongoing

**Unit's Big Idea:** Appreciation and Experience

**New Jersey Student Learning Standards 2014 Standard:**

**Standard: 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.

**Strand: A.** History of the Arts and Culture

**Standard: 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 arts

**Strand A.** Aesthetic Responses

**Strand B.** Critique Methodologies

**NOTE:** By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

**Primary Interdisciplinary Connections:**

- Dance, Art, Theater and Visual Art

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Listen to songs from many genres and cultures
- Listen and watch peer performances

**1.2.5.A.1**

Art and Culture reflect and affect each other		
<b>Grade 3</b> Being able to discuss music from another culture. Listen to a song from another culture.	<b>Grade 4</b> Perform music from a different culture. Sing a song from another culture.	<b>Grade 5</b> Apply skills learned to a multi- cultural song. Listen, discuss and/or play instruments from another culture.
<b>1.2.5.A.2</b> Characteristic approaches to content, form, style, and design define art genres.		
<b>Grade 3</b> Exposure to musical genres. Listen to music from different genres.	<b>Grade 4</b> Identify musical genres. Listen and identify music from different genres.	<b>Grade 5</b> Identify and explain musical genres. Listen, identify and explain music from different genres.
<b>1.2.5.A.3</b> Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.		
<b>Grade 3</b> Composers lived during a specific time period. Learn about composers.	<b>Grade 4</b> Composers lived during a specific time period and their music still lives on today. Learn about and listen to composers.	<b>Grade 5</b> Composers lived during a specific time period, their music still lives on today. Why? Learn about, listen to and discuss composers
<b>1.4.5.A.1</b> Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).		
<b>Grade 3</b> Music is organized into specific categories. Explore the different categories of music.	<b>Grade 4</b> How is music organized into categories? Explore and examine how music is organized.	<b>Grade 5</b> Why is music organized into categories? Discuss how and why music is categorized.
<b>1.4.5.A.2</b> Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.		
<b>Grade 3</b> Creating an artistic response to music. Draw a response to a recording.	<b>Grade 4</b> Written response to music. Write a response to a recording	<b>Grade 5</b> Aural response to music. Discuss a response to a recording.
<b>1.4.5.A.3</b> 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.		
<b>Grade 3</b> Music tells a story. Don Gato	<b>Grade 4</b> Composers use music to tell a story. Heroic Symphony	<b>Grade 5</b> Musicals tell a story. Musicals
<b>1.4.5.B.1</b> Identifying criteria for evaluating performances results in deeper understanding of art and art-making.		

<b>Grade 3</b> Formulating an opinion on music. Listen or watch a performance and discuss.	<b>Grade 4</b> Formulating and evaluating as a critique. Listen or watch and answer questions in a written response	<b>Grade 5</b> Evaluating music and using correct vocabulary. Critique a performance using correct vocabulary.
<b>1.4.5.B.2</b> Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.		
<b>Grade 3</b> How evaluate as a group. Group evaluation and discussion.	<b>Grade 4</b> How to evaluate in small groups. Divide into two groups and evaluate each group.	<b>Grade 5</b> How to evaluate solo performance. Solo performance.
<b>1.4.5.B.3</b> 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.		
<b>Grade 3</b> Tempo Listen to a variety of music.	<b>Grade 4</b> Tempo and dynamics Listen to a variety of music.	<b>Grade 5</b> Tempo, dynamics and harmony Listen to a variety of music.
<b>1.4.5.B.4</b> Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.		
<b>Grade 3</b> Note reading. Music reading- recorder.	<b>Grade 4</b> Note and Rhythm reading. Music reading- sing a song.	<b>Grade 5</b> Reading notes, rhythms and expressive terms. Music reading-instruments.
<b>1.4.5.B.5</b> 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>Grade 3</b> Develop a preference for music. Listen discuss various types of music.	<b>Grade 4</b> Develop a preference and understanding. Listen discuss various types of music.	<b>Grade 5</b> Develop an understanding and appreciation for different types of music Listen discuss various types of music. Listen discuss various types of music.
<b>Formative Assessment Tasks:</b> <ul style="list-style-type: none"> <li>Group Work, Projects, Discussion, Question &amp; Answer, Teacher Observation, Role Plays</li> </ul>		
<b>Assessment Transfer Tasks:</b> <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i> <ul style="list-style-type: none"> <li>Using music vocabulary students will discuss the characteristics of music form various genres and cultures</li> <li>Students will evaluate and critique live or recorded peer performances</li> </ul>		
<b>Resource</b>		

Listening examples, Recorded Performances, Recording Equipment Listen to a song from another culture/genre. Sing a song from another culture/genre. Listen, discuss and/or play instruments from another culture/genre.

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.2.5.A.1</b> Art and culture reflect and affect each other.	<b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	How do music and culture effect on another?	Music and culture go hand in hand.
<b>1.2.5.A.2</b> Characteristic approaches to content, form, style, and design define art genres.	<b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	What are music genres?	Music genres are determined by different music characteristics.
<b>1.2.5.A.3</b> Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.	<b>1.2.5.A.3</b> Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	What impacts have specific composer's works had on music?	Composers work have influenced past, present and future genres of music.
<b>1.4.5.A.1</b> Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).	<b>1.4.5.A.1</b> Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	How is music organized and categorized?	Music is divided into genres according to established classifications.
<b>1.4.5.A.2</b> Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	<b>1.4.5.A.2</b> Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	How do you respond to music?	You can make a response based on personal, cultural, and historical points of view.
<b>1.4.5.A.3</b> 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.	<b>1.4.5.A.3</b> 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).	How does personal experience relate to music?	Personal experience helps influence music.

<p><b>1.4.5.B.1</b> Identifying criteria for evaluating performances results in deeper understanding of art and art-making.</p>	<p><b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p>	<p>How do you evaluate music?</p>	<p>Music can be evaluated by a specific set of criteria.</p>
<p><b>1.4.5.B.2</b> Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.</p>	<p><b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p>	<p>How do you evaluate yourself and peers?</p>	<p>Create criteria that separates music from opinion.</p>



<b>Performance</b>		
<b>Grade Level:</b> 3 <sup>rd</sup> – 5 <sup>th</sup>	<b>Subject:</b> Music	<b>Topic:</b> Performance
<b>Pacing:</b> 1 – 3 months		
<b>Unit's Big Idea:</b> Creating		
<b>New Jersey Student Learning Standards 2014 Standard:</b>		
<p><b>Standard: 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.</p> <p><b>Strand: B. Music</b></p>		
<b>NOTE:</b> By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in music.		
<b>Primary Interdisciplinary Connections:</b>		
<ul style="list-style-type: none"> <li>• Dance, Art, Theater and Visual Art</li> </ul>		
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes</b>		
<ul style="list-style-type: none"> <li>• <b>Career Ready Practices:</b> <ul style="list-style-type: none"> <li>○ CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8</li> </ul> </li> <li>• <b>9.1 Personal Financial Literacy</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> <li>• <b>9.2 Career Awareness, Exploration, and Preparation</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> </ul>		
<b>New Jersey Student Learning Standards Technology</b>		
<ul style="list-style-type: none"> <li>• <b>8.1 Educational Technology</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> <li>• <b>8.2 Technology Education, Engineering, Design and Computational Thinking</b> <ul style="list-style-type: none"> <li>○ None identified in this unit of instruction</li> </ul> </li> </ul>		
<b>Transfer Goal:</b> <i>Students will be increasingly able to independently use their learning to...</i>		
<ul style="list-style-type: none"> <li>• Understand how to create a song using composition rules and form.</li> </ul>		
<b>1.3.5.B.1</b>		
Complex scores may include compound meters and the grand staff.		
<b>Grade 3</b> Music can be written in different meters and on a grand staff. Listening to a song in compound meter. View a score with a grand staff.	<b>Grade 4</b> The grand staff has many uses in music. Identifying parts of the grand staff.	<b>Grade 5</b> Actively playing or singing from a grand staff. Identify and explain parts of the grand staff.

<b>1.3.5.B.2</b> Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.			
<b>Grade 3</b> Ability to sing alone and in groups. Echo song.	<b>Grade 4</b> Ability to sing alone and in groups while listening for other parts. Partner song.	<b>Grade 5</b> Ability to sing in simple harmony. Harmony.	
<b>1.3.5.B.3</b> Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.			
<b>Grade 3</b> Understanding improvisation. Recorder improvisation.	<b>Grade 4</b> Applying improvisation. Basic rhythmic improvisation.	<b>Grade 5</b> Performing and evaluating improvisation. Rhythmic/melodic improvisation using complex rhythms.	
<b>1.3.5.B.4</b> Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.			
<b>Grade 3</b> Read Listening map.	<b>Grade 4</b> Comprehend Listening map with score.	<b>Grade 5</b> Apply Score map reading.	
<b>Formative Assessment Tasks:</b> <ul style="list-style-type: none"> <li>Group Work, Projects, Discussion, Question &amp; Answer, Teacher Observation, Role Plays</li> </ul>			
<b>Assessment Transfer Tasks:</b> <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i> <ul style="list-style-type: none"> <li>Create and improvise a song using mixed meter and harmony</li> </ul>			
<b>Resource</b> Classroom instruments, background accompaniment			
<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.3.5.B.1</b> Complex scores may include compound meters and the grand staff.	<b>1.3.5.B.1</b> Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	How do you identify music of mixed and compound meter?	Students sing or play music in varying meters.
<b>1.3.5.B.2</b> Proper vocal production and vocal placement improve vocal quality. Harmonizing	<b>1.3.5.B.2</b>	How do you create harmony in groups?	Students develop singing skills necessary to harmonize

requires singing ability and active listening skills. Individual voice ranges change with time.	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.		
<b>1.3.5.B.3</b> Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.	<b>1.3.5.B.3</b> Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	What rules and forms are used when composing music?	Music composition is governed by rules and forms of music.
<b>1.3.5.B.4</b> Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.	<b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	What elements of music are needed to read a score?	Musical scores are made up of elements in a specific arrangement.

## Grades 3 – 5 Art Units

### Aesthetic Responses and Critique Methodologies

**Grade Level:** 3rd – 5th      **Subject:** Art      **Topic:** Aesthetic Responses and Critique Methodologies

**Pacing:** Ongoing

**Unit's Big Idea:** All students will demonstrate and apply an understanding of the arts philosophies, judgment, and analysis to works of visual art.

#### New Jersey Student Learning Standards 2014

**Standard: 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.

**Strand A.** Aesthetic Responses

**Strand B.** Critique Methodologies

NOTE: By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

#### Primary Interdisciplinary Connections:

- Social Studies, English Language Arts

#### New Jersey Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
  - CRP 1, CRP2, CRP4, CRP6, CRP8, CRP9
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

#### New Jersey Student Learning Standards Technology

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Demonstrate and apply an understanding of the arts philosophies, judgment, and analysis to works of visual art

#### Formative Assessment Tasks:

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Role Plays, Artist statements, Reflections, "Gallery" Walks, "Exit" slips,

#### Assessment Transfer Tasks:

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Complete tasks that include creating works of art inspired by an artist or genre that demonstrates and or explains an understanding of arts' philosophies and analysis. Tasks may include but are not limited to using Venn Diagrams to compare and contrast works of art

**Resources**

Posters, internet, books, games, student work, guest speakers

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.4.5.A.1</b> Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes.)	<b>1.4.5.A.1</b> Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	How can works of art be organized?	Works of art can be organized according to their functions and artistic purposes by employing basic, discipline-specific arts terminology.
<b>1.4.5.A.2</b> Formalism in visual art varies according to personal, cultural, and historic contexts.	<b>1.4.5.A.2</b> Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	How does one make informed aesthetic responses to artwork?	Informed aesthetic responses can be based on structural arrangement and personal, cultural, and historical points of view
<b>1.4.5.A.3</b> 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.	<b>1.4.5.A.3</b> 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).	How does one make a value judgment and determine artistic merit in a work of art?	Understanding the relationship between compositional design, genre, as well as how art communicates ideas about personal and social values provides a frame of reference for making value judgments about the arts.
<b>1.4.5.B.1</b> Identifying criteria for evaluating artwork results in deeper understanding of art and art-making.	<b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	How can we gain a deeper understanding of art and art-making?	Using observable, objective criteria results in a deeper understanding of artwork and art-making
<b>1.4.5.B.2</b> Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	<b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	How can artwork be evaluated objectively?	Using evaluative tools such as rubrics can help in evaluating artwork objectively.

<p><b>1.4.5.B.3</b> While there is shared vocabulary among the four arts disciplines of art, each also has its own discipline-specific arts terminology.</p>	<p><b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.</p>	<p>Why is the understanding of arts-specific vocabulary useful/important?</p>	<p>Arts-specific terminology can be used to evaluate the strengths and weaknesses of a work of art.</p>
<p><b>1.4.5.B.4</b> Levels of proficiency can be assessed through analysis of how artists apply the elements of art and principles of design.</p>	<p><b>1.4.5.B.4</b> Define technical proficiency, using the elements of the arts and principles of design.</p>	<p>How can we determine an artist's level of proficiency?</p>	<p>Using the elements of art and principles of design enable us to determine the technical level of proficiency of an artist.</p>
<p><b>1.4.5.B.5</b> Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of art, it is important to consider the context for the creation of the work.</p>	<p><b>1.4.5.B.5</b> 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.</p>	<p>How can we distinguish ways in which individuals may disagree about artistic choices in a work of art?</p>	<p>It is important to consider the context for the creation of a work of art, as well as the merits and effectiveness of the artistic choices of an artist.</p>

## Creative Process

**Grade Level:** 3<sup>rd</sup> – 5<sup>th</sup>      **Subject:** Art      **Topic:** Creative Process

**Pacing:** Ongoing

**Unit's Big Idea:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

### **New Jersey Student Learning Standards 2014**

**Standard: 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.

**Strand: D.** Visual Art

### **Primary Interdisciplinary Connections:**

- Social Studies, English Language Arts

### **New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP6, CRP8, CRP9
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### **New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Demonstrate an understanding of the elements and principles that govern the creation of works of visual art.

### **Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Role Plays, Artist statements, Reflections, “Gallery” Walks, “Exit” slips, Kandinsky inspired work, Matisse Paper Cut Collage

### **Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Complete tasks that demonstrate an understanding of the elements and principles of art. Tasks may include but are not limited to identifying elements and principles of art from a variety of artworks (Picasso, Deborah, Butterfield, Peter Max, Da Vinci)

### **Resources**

Posters, internet, books, games, student work, guest speakers

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.1.5.D.1</b> Understanding the function and purpose of the elements of art and the principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	<b>1.1.5.D.1</b> Identify elements of art and principles of design that are evident in everyday life.	How does art enhance our quality of life?	The elements of art and principles of design are evident in everyday life.
<b>1.1.5.D.2</b> The elements of art and principles of design are universal.	<b>1.1.5.D.2</b> Compare and contrast works of art in various mediums that use the same art elements and principles of design.	What is universal in all works of art?	Comparing and contrasting works of art in various mediums help us to realize that the elements and principles are universal.



## History of Arts and Culture

**Grade Level:** 3<sup>rd</sup> – 5<sup>th</sup>      **Subject:** Art      **Topic:** History of Arts and Culture

**Pacing:** Ongoing

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

**New Jersey Student Learning Standards 2014**

**Standard: 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.

**Strand: A.** Visual Art: History of the Arts and Culture

**Primary Interdisciplinary Connections:**

- Social Studies, English Language Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP6, CRP8, CRP9
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Demonstrate an understanding of the role, development, and influence of the arts throughout history and across cultures.

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Role Plays, Artist statements, Reflections, “Gallery” Walks, “Exit” slips, Kandinsky inspired work, Matisse Paper Cut Collage

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Complete tasks that demonstrate an understanding of the role, development and influence of the arts throughout history and across cultures. Tasks may include but are not limited to artwork that depict various culture’s significant events (Chinese Calligraphy, African Masks, Mexico’s El Dia De Los Muertos

**Resources**

Posters, internet, books, games, student work, guest speakers, Native American par fleche, God’s Eye, Da Vinci Inspired projects, Williamsburg architecture

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.2.5.A.1</b> Art and culture reflect and affect each other	<b>1.2.5.A.1</b> Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	How does art and culture reflect and affect each other?	Recognizing works of visual art are a reflection of a society's values and beliefs
<b>1.2.5.A.2</b> Characteristic approaches to content, form, style, and design define art genres.	<b>1.2.5.A.2</b> Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	How are art genres defined?	Relating common artistic elements define distinctive visual art genres.

## Performance

**Grade Level:** 3<sup>rd</sup> – 5<sup>th</sup>      **Subject:** Art      **Topic:** Performance

**Pacing:** Ongoing

### Unit's Big Idea:

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

### New Jersey Student Learning Standards 2014

**Standard: 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 arts

**Strand: D. Visual Art**

### Primary Interdisciplinary Connections:

- Social Studies, English Language Arts

### New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes

- **Career Ready Practices:**
  - CRP1, CRP2, CRP4, CRP6, CRP8, CRP9
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

### New Jersey Student Learning Standards Technology

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

### Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Demonstrate an understanding of how and why art is created by synthesizing those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in visual art.

### Formative Assessment Tasks:

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Role Plays, Artist statements, Reflections, “Gallery” Walks, “Exit” slips,

### Assessment Transfer Tasks:

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Complete tasks that synthesize skills, media, methods, and technologies that is appropriate to creating a work of art. Tasks may include but are not limited to creating 2D and 3D works of art, incorporating characteristics of various genres using various art mediums (Picasso’s Cubism, Kandinsky’s Abstract Paintings, )

### Resources

Posters, internet, books, games, student work, guest speakers

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.3.5.D.1</b> The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	<b>1.3.5.D.1</b> 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.	How can the elements of art and principles of design be applied to express individual responses to creative problems?	There are an infinite number of ways to employ the elements of art and principles of design to express a personal response to a creative problem.
<b>1.3.5.D.2</b> Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	<b>1.3.5.D.2</b> Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.	How can contextual clues be used to identify works of art from different periods of time and/or cultures?	Using age-appropriate stylistic terminology (e.g. cubist, surrealist, impressionistic) and experimenting with various compositional approaches influenced by these styles can help identify works of art from different periods of time and/or cultures.
<b>1.3.5.D.3</b> Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	<b>1.3.5.D.3</b> 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.	How can we better understand a specific genre?	The use of age-appropriate vocabulary and stylistic approaches can lead to an understanding of different genres in visual art.
<b>1.3.5.D.4</b> The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential applications.	<b>1.3.5.D.4</b> Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.	How does knowledge of various art media, tools and techniques help an artist plan and develop a work of art?	Artists use their knowledge of various media, tools, characteristics of physical properties, and techniques to decide which is the most appropriate material(s) to use for potential applications in creating a work of art.
<b>1.3.5.D.5</b> 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>1.3.5.D.5</b> Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.	How can artwork be displayed or exhibited?	Components such as effective time management and creative problem-solving skills are integral to creating a display or exhibit of visual art.

## 6th -8th Art Units

### Aesthetic Response and Critique Methodologies

**Grade Level:** 6 – 8

**Subject:** Art

**Topic:** Aesthetic Response and Critique Methodologies

**Pacing:** Ongoing

**Units Big Idea:** Art philosophies, judgment, and analysis in visual art

**New Jersey Student Learning Standards 014 STANDARDS**

**STANDARD: 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.

**STRAND: A.** Aesthetic Responses

**B.** Critique Methodologies

**Primary Interdisciplinary Connections:**

- Social Studies, English Language Arts

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - 8.1.8.A.3, 8.1.8.A.5, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.8.D.1, .2, .4, .5
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - 8.2.8.C.3, .8, 8.2.D.5, 8.2.8.D, 8.2.5.E, 8.2.8.E

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Evaluate artwork through formal critique to examine elements and principles of art through emotional responses.

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create an editorial review in the form of a formal critique examining the elements and principles of design for a piece of artwork

**Resources**

Various master artwork, Photos, Internet Videos, renaissance masterworks,

<http://vodcasting.ning.com/>,  
<http://coolschool.k12.or.us/courses/119900/lessons/elements/index.php>,  
<http://coolschool.k12.or.us/courses/119900/lessons/index.php>,  
<http://coolschool.k12.or.us/courses/119900/lessons/principles/index.php>

Masterwork studies and critique (A.1) Color Wheel (A.1) Pottery/baskets (A.2) Projects studying styles, trends, and movements in art history (A.3)  
 Hatch Mark Still Life (A.3) One and Two Point Perspective (A.3) (A.4) Golden Triangle (A.3) (A.4) Australian Aboriginal Dot Art (A.5)  
 Abstract art/Modern art (A.6) Formal Critique through content (A.7)  
 Formal Critique/elements and principles of design/content and concept (B.1) (B.2) Evaluating masterworks throughout history using formal assessment (B.3)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.4.8.A.1</b> Contextual clues to artistic intent are embedded in artworks. Analysis of <u>archetypal</u> or <u>consummate works of art</u> requires knowledge and understanding of culturally specific art within historical contexts.	<b>1.4.8.A.1</b> Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	How can you create an observational and emotional response to a culturally or historically specific work of art?	Learning about culturally and historically diverse artwork will create growth through observational and emotional response.
<b>1.4.8.A.2</b> Art may be used for <u>utilitarian and non-utilitarian</u> purposes.	<b>1.4.8.A.2</b> Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	Why is it important to identify if works of art are being used as utilitarian or non-utilitarian?	It is important to know if a work of art has been created, or is being created for utilitarian or non-utilitarian purposes.
<b>1.4.8.A.3</b> Performance technique in dance, music, theatre, and visual art varies according to <u>historical era</u> and <u>genre</u> .	<b>1.4.8.A.3</b> Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	Why should we be able to identify a variety of artistic styles, trends, and movements in art history?	Learning artistic styles, trends, and movements in art history is important because it allows for a strong foundation for the creation of artwork.
<b>1.4.8.A.4</b> Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a <u>genre's</u> stylistic traits.	<b>1.4.8.A.4</b> Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	Why is it important to know the changes of meanings of artwork over time?	Knowing the meanings of a specific artwork over time allows you to be able to follow shifts in a societies, norms, beliefs, and values for the given time period.

<p><b>1.4.8.A.5</b> Symbolism and metaphor are characteristics of art and art-making.</p>	<p><b>1.4.8.A.5</b> Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.</p>	<p>Why is it important to interpret symbolism and metaphors in works of art?</p>	<p>It is important to interpret symbolisms and metaphors in a work or art in order to uncover the meaning that the artist intended for the work.</p>
<p><b>1.4.8.A.6</b> Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p><b>1.4.8.A.6</b> Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.</p>	<p>Why is it important to differentiate between “traditional” and unconventional works of art?</p>	<p>It is important to understand and to be able to evaluate traditional and non-traditional artwork, so that the skill and style of the artist and the thematic content of the work can be determined.</p>
<p><b>1.4.8.A.7</b> Artwork may be both <u>utilitarian</u> and <u>non-utilitarian</u>. Relative merits of works of art can be assessed through analysis of form, function, craftsmanship, and originality.</p>	<p><b>1.4.8.A.7</b> Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p>	<p>Why is it important to understand and use form, function, craftsmanship, and originality in a work of art?</p>	<p>It is important to be able to assess a work of art, why and how well it was created.</p>
<p><b>1.4.8.B.1</b> Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work’s content and form.</p>	<p><b>1.4.8.B.1</b> Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.</p>	<p>How can a work of art be accurately evaluated?</p>	<p>Looking at the artwork and its content can allow the viewer to accurately evaluate the work of art.</p>
<p><b>1.4.8.B.2</b> 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.</p>	<p><b>1.4.8.B.2</b> Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	<p>What is visual fluency?  How do you differentiate between formal and informal structures?</p>	<p>Visual fluency allows for the viewer to be able to objectively assess a work of art.  Informal structures allow the artwork to be evaluated by examining content and concept. Formal assessments allow the artwork to be evaluated using the elements and principles of design.</p>
<p><b>1.4.8.B.3</b> Universal elements of art and principles of design apply equally to artwork across cultures and <u>historical eras</u>.</p>	<p><b>1.4.8.B.3</b> Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	<p>How can a viewer accurately evaluate works of art from various cultural and historical eras using the same standards of evaluation?</p>	<p>Artwork from various cultures and historical eras can be evaluated objectively using the elements and principles of design.</p>

## The Creative Process

Grade Level: 6-8

Subject: Art

Topic: The Creative Process

**Pacing:** Ongoing

**Units Big Idea:** Elements and principles of design that govern the creation of works of art.

**New Jersey Student Learning Standards 2014 STANDARDS**

**STANDARD: 1.1.8** 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.

**STRAND: D.** Visual Art

**Primary Interdisciplinary Connections:**

- Social Studies, English Language Arts, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - 8.1.8.A.3, 8.1.8.A.5, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.8.D.1, .2, .4, .5
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - 8.2.8.C.3, .8, 8.2.D.5, 8.2.8.D, 8.2.5.E, 8.2.8.E

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Demonstrate an understanding of the elements and principles that govern the creation of historical works of art

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Model the elements and design principles of a historical piece of artwork through the creation of a piece of work that is representative of a current event.

**Resource**

Various master artwork, Photos, Internet Videos, Photo Books "Faces", "Facial Expressions", Hatch Mark Still Life, Ceramic Masks with Facial Expressions-Tribal Masks(D.1), African Art Jewelry, Portraits with facial expressions, Musical Line Drawing (warm and cool colors and meanings/emotional expression through lines, Any artwork that references history or a time period in art history (D.1), Any project that references cues to a specific culture



<http://vodcasting.ning.com/>

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<p><b>1.1.8.D.1</b>            Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p>	<p><b>1.1.8.D.1</b>            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.</p>	<p>How can you use the elements and principles of design to create an emotional response to your work?</p> <p>How can you logically apply the elements and principles of design to a work of art?</p> <p>How are the elements and principles of design applied in historical works?</p> <p>How can the elements and principles of design be applied to allow art to be a universal language?</p>	<p>The point of studying the elements and principles of design is to foster meaning, making a deeper emotional response, and more innovative decision making.</p> <p>Learning the elements and principles of design and how to apply them to a work of art is essential in being able to create art.</p> <p>It is important to study artwork through history and from various cultures (including the elements and principles of design) to show how art is a universal language.</p>
<p><b>1.1.8.D.2</b>            The study of masterworks of art from diverse cultures and different <u>historical eras</u> assists in understanding specific cultures.</p>	<p><b>1.1.8.D.2</b>            Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>	<p>How are elements and principles of design used differently by specific cultures?</p> <p>How can we understand various cultures through art?</p>	<p>It is important to study the elements and principles of design and how it has transformed throughout history in specific cultures.</p> <p>The elements and principles of design have been used throughout history to show various cultures (ideas, beliefs etc.); we can learn about their cultures through their art</p>

## History of the Arts and Culture

**Grade Level:** 6-8

**Subject:** Art

**Topic:** History of the Arts and Culture

**Pacing:** Ongoing

**Units Big Idea:** The role, development, and influence of the arts throughout history and across cultures.

**New Jersey Student Learning Standards**

**STANDARD: 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.

**STRAND: A.** History of the Arts and Culture

**Primary Interdisciplinary Connections:**

- Social Studies, Science, World Language, Math

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - 8.1.8.A.3, 8.1.8.A.5, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.8.D.1, .2, .4, .5
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - 8.2.8.C.3, .8, 8.2.D.5, 8.2.8.D, 8.2.5.E, 8.2.8.E

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Create connections between art and its place in history and across cultures

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Based on an exemplar of a historical piece of artwork, create a rendition that demonstrates the understanding of the historical influences of the time period through correctly applied medium and style to the artwork.

**Resources**

<http://vodcasting.ning.com/>

Various master artwork, Photos, Internet Videos, Product Package Design , Graphic Design, Futuristic City (2pt. perspective), Australian Aboriginal Dot Art, Any project which shows or teaches a change in technology and how it effects art (A.1), Any project that records or teaches history (A.2), Any artwork that is influenced by a culturally specific style or medium or any project that discusses the influence of art on culture. (A.3)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.2.8.A.1</b> Technological changes have and will continue to substantially influence the development and nature of the arts.	<b>1.2.8.A.1</b> Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	How have technological advances changed the way art is created?  How has the nature of art changed due to historical innovations and technology?	It is important to understand the way the creation of art has evolved through advances in technology.  Learning how the nature of art has changed throughout history allows us to make effective decisions in our own work, using old and/or new technologies.
<b>1.2.8.A.2</b> Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.	<b>1.2.8.A.2</b> 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.	How has art helped to teach us about the history of various cultures?	Art has been and is essential in recording history over the centuries.  We can learn about various cultures in history through art.

## Performance of Visual Art

Grade Level: 6-8

Subject: Art

Topic: Performance of Visual Art

**Pacing:** Ongoing

**Units Big Idea:** Using skills, media, methods, and technologies appropriate to creating, performing, and presenting works of visual art.

**New Jersey Student Learning Standards 2014**

**STANDARD: 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 arts

**STRAND: D.** Visual Art

**Primary Interdisciplinary Connections:**

- Social Studies, World Language, English Language Arts, Mathematics

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - 8.1.8.A.3, 8.1.8.A.5, 8.1.5.C.1, 8.1.5.D.1, 8.1.5.D.3, 8.1.8.D.1, .2, .4, .5
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - 8.2.8.C.3, .8, 8.2.D.5, 8.2.8.D, 8.2.5.E, 8.2.8.E

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theater or visual arts

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Create a piece of work for dance or music, or theater or visual art that represents a theme and historical qualities and present the publish the piece of artwork for peers

**Resources**

<http://www.beadforlife.org/>

<http://vodcasting.ning.com/>

**Various master artwork, Internet Videos, Photos, Australian Aboriginal Dot Art (D2) (D4), African Art history/Bead for life/color meanings (D2) (D4)**

Quote inspired Ceramic sculpture (D2), Theme based project (example 911 tribute project) (D2) (D5), Master works studies/recreations (D3) (D4)  
 Ancient Egyptian Pinch Pots (D4), Historically and culturally specific artwork (D4), Musical Line Drawing (D5)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.3.8.D.1</b> The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	<b>1.3.8.D.1</b> 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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	How do the principles of design influence the creation of art?  How are various art mediums used to enhance the expression of creative ideas?	The principles of design are essential to arranging elements in the artwork to create the artist's desired effect?  Each creative idea can be best expressed though a particular art medium.
<b>1.3.8.D.2</b> 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.	<b>1.3.8.D.2</b> Apply various <u>art media</u> , <u>art mediums</u> , 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.	How are artistic themes used to create symbolism allegory or irony?  How can tools and technologies be used to create themes and goals in a work of art?	Symbolism, allegory, and irony can be created by artwork with less obvious or underlying themes.  Having knowledge of many tools and technologies will aid in the correct usage to best show a theme in a work of art.
<b>1.3.8.D.3</b> The classification of art into various art <u>genres</u> depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with <u>discipline-specific arts terminology</u> .	<b>1.3.8.D.3</b> 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.	Why is art broken into artistic genres?  How can using a variety of genres solve visual problems in art?	It is important to break down art into various genres to differentiate between the various styles of art throughout history.  By having knowledge of the various art genres throughout history one can gain inspiration and insight to work through a visual problem.
<b>1.3.8.D.4</b> Universal themes exist in art across <u>historical eras</u> and cultures. Art may	<b>1.3.8.D.4</b> Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple	What themes are prevalent throughout art history?	Learning about themes in art history and looking at those themes across various cultures

embrace multiple solutions to a problem.	solutions to challenging visual arts problems, expressing similar thematic content.	How can knowing the thematic content of multi-cultural artwork help solve visual arts problems?	can help us as artists to solve visual art problems.  Visual arts problems can be solved through looking at art history and themes transcend various cultures.
<b>1.3.8.D.5</b> Each of the many <u>genres</u> of art is associated with <u>discipline-specific arts terminology</u> and a stylistic approach to art-making.	<b>1.3.8.D.5</b> Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and <u>historical eras</u> , and use these visual statements as inspiration for original artworks.	How can learning about thematic content, symbolism, and characteristics help an artist create their own works of art?	It is important to learn about art history and the themes, symbolisms, and characteristics used in various artwork and ideas to gain inspirations for original artworks.
<b>1.3.8.D.6</b> 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.	<b>1.3.8.D.6</b> Synthesize the physical properties, processes, and techniques for visual communication in multiple <u>art media</u> (including digital media), and apply this knowledge to the creation of original artworks.	Why is it important to have knowledge of various artistic techniques and media?	Learning how to create artwork using a variety of techniques allows you to choose particular techniques and implement them to create original artwork.
<b>1.3.8.D.1</b> The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	<b>1.3.8.D.1</b> 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 <u>art media</u> and <u>art mediums</u> to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).	How do the principles of design influence the creation of art?  How are various art mediums used to enhance the expression of creative ideas?	The principles of design are essential to arranging elements in the artwork to create the artist's desired effect?  Each creative idea can be best expressed though a particular art medium.

## Years 1 -2 Instrumental Music

### Music Notation

**Grade Level:** 4<sup>th</sup> – 5<sup>th</sup> (years 1 & 2)

**Subject:** Instrumental Music    **Topic:** Music Notation

**Pacing:** Full year of instrumental lessons

**Unit's Big Idea:** Music Notation

**New Jersey Student Learning Standards 2014 Standard:**

**Standard: 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.

**Strand: B.** Music

**NOTE:** By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in music.

**Primary Interdisciplinary Connections:**

- Math, Social Studies, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand music notation and it's role in creating basic music

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Skill Testing, Play band arrangements, Play from method books

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...*

- To play and read a skill appropriate piece of music on their instrument

**Resources**

Instrumental method books, Teacher created skills sheets, band arrangements, musical instruments, digital practice tools (i.e. SmartMusic)

<b>Rationale</b>	<b>CPI's</b>	<b>Essential Questions</b>	<b>Enduring Understanding</b>
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Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
<p><b>1.1.5.B.1</b> 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.</p>	<p><b>1.1.5.B.1</b> Identify the elements of music in response to aural prompts and printed music notational systems.</p>	<p>How does listening and reading music help develop instrumental music literacy?</p>	<p>Reading and listening to music helps develop instrumental musical fluency.</p>
<p><b>1.1.5.B.2</b> 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.</p>	<p><b>1.1.5.B.2</b> Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p>	<p>What are the building blocks of music?</p> <p>How does melody impact instrumental music literacy and ability?</p>	<p>The building blocks are the elements of music that include meter, rhythm, and tonality.</p>



## History and Aesthetic Response

**Grade Level:** 4<sup>th</sup> – 5<sup>th</sup> (years 1 and 2)      **Subject:** Instrumental Music      **Topic:** History and Aesthetic Response

**Pacing:** Full year of instrumental lessons

**Unit's Big Idea:** Appreciation and Experience

**New Jersey Student Learning Standards 2014 Standard:**

**Standard: 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.

**Strand: A.** History of the Arts and Culture

**Standard: 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.

**Strand A.** Aesthetic Responses

**Strand B.** Critique Methodologies

**NOTE:** By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in dance, music, theatre, and visual art.

**Primary Interdisciplinary Connections:**

- Math, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Classify music, create criteria for critique of self, others and ensemble playing

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Skill Testing, Play band arrangements, Listen to and discuss different categories of music

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- To play a wide variety of selections and performing a self-critique , a critique of others and discuss ensemble playing

**Resources**

Instrumental method books, Teacher created skills sheets, band arrangements, musical instruments, digital practice tools (i.e. SmartMusic)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.2.5.A.2</b> Characteristic approaches to content, form, style, and design define art genres.	<b>1.2.5.A.2</b> Relate common artistic elements that define distinctive <u>art genres</u> in dance, music, theatre, and visual art.	What are music genres?	Music genres are determined by different music characteristics.
<b>1.4.5.A.1</b> Works of art may be organized according to their functions and artistic purposes (e.g., <u>genres</u> , <u>mediums</u> , messages, themes).	<b>1.4.5.A.1</b> Employ basic, <u>discipline-specific arts terminology</u> to categorize works of dance, music, theatre, and visual art according to established classifications.	How is music organized and categorized?	Music is divided into genres according to established classifications.
<b>1.4.5.B.1</b> Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	<b>1.4.5.B.1</b> Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	How do you evaluate music?	Music can be evaluated by a specific set of criteria.
<b>1.4.5.B.2</b> Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	<b>1.4.5.B.2</b> Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	How do you evaluate yourself and peers?	Create criteria that separates music from opinion.
<b>1.4.5.B.3</b> 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> .	<b>1.4.5.B.3</b> Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	How do you use music vocabulary in an evaluation?	Learn how to use the correct terms to evaluate music.

## Performance

**Grade Level:** 4<sup>th</sup> – 5<sup>th</sup> (years 1 and 2)      **Subject:** Instrumental Music      **Topic** Performance

**Pacing:** Full year with two or more formal performances

**Unit's Big Idea:** Performance/Creating

**New Jersey Student Learning Standards 2014 Standard:**

**Standard: 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.

**Strand: B. Music**

**NOTE:** By the end of grade 5, all students demonstrate basic literacy in the following content knowledge and skills in music.

**Primary Interdisciplinary Connections:**

- Math, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Perform on their chosen instrument, solo and ensemble, reading a variety of music

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Skill Testing, Play band arrangements, Listen to and discuss different categories of music

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- Play and read musical selections in concert performances using a variety of musical notation and symbols

**Resources**

Instrumental method books, Teacher created skills sheets, band arrangements, musical instruments, digital practice tools (i.e. SmartMusic)

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<b>1.3.5.B.4</b> Decoding musical scores requires understanding of notation systems, the <u>elements of music</u> , and basic compositional concepts.	<b>1.3.5.B.4</b> Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	What elements of music are needed to read a score?	Musical scores are made up of elements in a specific arrangement.

## Years 3-5 Instrumental Music

### Music Notation

**Grade Level:** 6<sup>th</sup> – 8<sup>th</sup>      **Subject:** Instrumental Music      **Topic:** Creative Process

**Pacing:** Full year of instrumental lessons

**Unit's Big Idea:** Music Notation

**New Jersey Student Learning Standards 2014 Standard:**

**Standard: 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.

**Strand: B.** Music

**NOTE:** By the end of grade 8, all students demonstrate competency in the following content knowledge and skills in music.

**Primary Interdisciplinary Connections:**

- Math, Social Studies, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Understand advanced music notation and terms and their roles in creating and performing music.
- Identify elements of music.
- Working a group collaboratively to create music
- Read and play music from method book during small group lessons
- Read and play band arrangements during large ensemble rehearsals

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Skill Testing, Play band arrangements, Play from method books

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- To play and read a skill appropriate piece of music on their instrument
- Understand and use proper music terminology

**Resources**

Instrumental method books, Teacher created skills sheets, band arrangements, musical instruments, digital practice tools (i.e. SmartMusic)

<b>Rationale</b> Content Statement	<b>CPI's</b> Student's will be able to . . .	<b>Essential Questions</b> <i>Students will keep considering...</i>	<b>Enduring Understanding</b> <i>Students will understand that ...</i>
<b>1.1.8.B.1</b> Common, recognizable musical forms often have characteristics related to specific cultural traditions.	<b>1.1.8.B.1</b> 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.	How do we create music? What tools do we use to create music?	We create music using the elements of music. The tools we use are melody, rhythm, dynamics, harmony, meter, texture, timbre, form.
<b>1.1.8.B.2</b> Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.	<b>1.1.8.B.2</b> Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.	How are the elements arranged and used to create various styles of music?	Elements can be used and manipulated to create any form and style of music in association with a specific genre or culture.
Reading music notation contributes to musical fluency and literacy.  The elements of music pitch, rhythm, meter, melody, harmony, all contribute to music literacy and the ability to create and perform music	Identify the elements of music in response to aural prompts and printed music notation	How do we create music?  What tools do we use to create music?	Reading music helps develop music literacy and fluency.  The elements of music are the tools needed to create and perform music

## Performance

**Grade Level:** 6<sup>th</sup> – 8<sup>th</sup>      **Subject:** Instrumental Music      **Topic:** Performance

**Pacing:** Full year with two or more formal performances

**Unit's Big Idea:** Creating

**New Jersey Student Learning Standards 2014 Standard: 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.

**Strand: B** Music

**NOTE:** By the end of grade 8, all students demonstrate competency in the following content knowledge and skills in music.

**Primary Interdisciplinary Connections:**

- Math, Social Studies, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Perform music independently in small groups and large ensemble settings.
- Produce proper tone on their instrument
- Be able to perform music using proper fingerings and playing techniques for their instruments.

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Skill Testing, Play band arrangements, Play from method books

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- To perform, formally or informally, a piece of solo music, small ensemble piece or/and a large ensemble

**Resources**

Instrumental method books, Teacher created skills sheets, band arrangements, musical instruments, digital practice tools (i.e. SmartMusic)

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<b>1.3.8.B.2</b> Stylistic considerations vary across genres, cultures, and historical eras.	<b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	Why do we perform instrumental music?	Performing music is a way to apply a theoretical understanding of written music notation and music terms

## History and Aesthetic Response

**Grade Level:** 6<sup>th</sup> – 8<sup>th</sup>      **Subject:** Instrumental Music      **Topic:** History and Aesthetic Response

**Pacing:** Full year of instrumental lessons

**Unit's Big Idea:** Creating

**New Jersey Student Learning Standards 2014 Standard: 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.

**Strand: B** Music

**NOTE:** By the end of grade 8, all students demonstrate competency in the following content knowledge and skills in music.

**Primary Interdisciplinary Connections:**

- Math, Social Studies, Science

**New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Themes**

- **Career Ready Practices:**
  - CRP1, CRP2, CRP6, CRP7, CRP8, CRP9, CRP10, CRP11, CRP12
- **9.1 Personal Financial Literacy**
  - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
  - None identified in this unit of instruction

**New Jersey Student Learning Standards Technology**

- **8.1 Educational Technology**
  - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
  - None identified in this unit of instruction

**Transfer Goal:** *Students will be increasingly able to independently use their learning to...*

- Classify music; create criteria for critique of self, others and ensemble playing using discipline specific vocabulary

**Formative Assessment Tasks:**

- Group Work, Projects, Discussion, Question & Answer, Teacher Observation, Skill Testing, Play band arrangements, Play from method books

**Assessment Transfer Tasks:**

*Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...*

- To play a variety of selections performing a self-critique, critique others and discuss ensemble playing

**Resources**

Instrumental method books, Teacher created skills sheets, band arrangements, musical instruments, digital practice tools (i.e. SmartMusic)

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<b>1.3.8.B.2</b> Stylistic considerations vary across genres, cultures, and historical eras.	<b>1.3.8.B.2</b> Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	How and who do we group music?  How and why do we talk about music and performance?	Music is grouped by different music characteristics. Music can be evaluated by a wide variety of music characteristics?

# Modifications and Accommodations

**Note\*\* Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.**

## Table of Contents

1. Modifications and Accommodations for IEP & 504 Students
2. Modifications and Accommodations for LEP Students
3. Modifications and Accommodations for G & T Students

## **Modifications and Accommodations for IEP & 504 Students**

### **Textbooks and Curriculum**

#### **Books: Accommodations**

- Provide audio books or text to speech alternatives
- Provide summaries of chapters
- Use peer readers
- Use marker to highlight important textbook sections
- Provide the student with a list of discussion questions before reading the material

#### **Books: Modifications**

- Provide alternative books with similar concepts but at an independent reading level
- Give page numbers to help the student find answers

#### **Curriculum: Accommodations**

- Provide a vocabulary list
- Provide alternatives to reading aloud in front of the class

#### **Curriculum: Modifications**

- Shorten assignments to focus on mastery of key concepts
- Shorten spelling tests to focus on mastering the most functional words

### **Instructions and Assignments**

#### **Directions: Accommodations**

- Use both oral and printed directions
- Highlight keywords in directions
- Give directions in small steps using as few words as possible



- Number and sequence steps in a task
- Provide visual aides
- Show a model of the end product

#### **Time/Transitions: Accommodations**

- Alert student several minutes before a transition from one activity to another
- Provide additional time to complete a task
- Increase wait time for responses
- Provide a visual timer

#### **Handwriting: Accommodations**

- Use fill-in questions with space for a brief response rather than a short essay
- Provide a "designated note taker" or photocopy of another student's or teacher's notes
- Provide outlines for video
- Provide a print copy of any assignments or directions written on the blackboard or smartboard/Smart Board
- Provide photocopy materials rather than requiring students to copy from the board or textbook
- Provide access to a word processor, alpha smart, or similar device
- Allow use of voice-activated software for long written assignments
- Allow students to dictate a writing assignment for a teacher or teacher's aide to scribe

#### **Grading: Accommodations**

- Mark the correct answers rather than incorrect ones

#### **Grading: Modifications**

- Provide partial grade based on individual progress or effort
- Permit a student to rework assignments for a grade to reflect mastery

#### **Tests: Accommodations**

- Go over directions orally
- Permit extended time to complete tests
- Have materials read to the student and allow oral responses (for tests that don't measure reading or writing)
- Divide tests into small sections of similar questions and problems
- Allow the student to complete an independent project as an alternative test
- Provide study guides and study questions that directly relate to tests
- Provide a sample or practice test

**Tests: Modifications**

- Grade spelling separately from the content
- Allow take-home or open-book tests Provide a vocabulary list with definitions
- Provide possible answers for fill-in-the-blank sections

**Math: Accommodations**

- Allow the student to use a calculator without penalty
- Provide fewer problems on a worksheet (such as 4 to 6 problems on a page)
- Use enlarged graph paper to help the student keep numbers in columns
- Provide a table of math facts for reference (unless testing math facts)
- Tape a number line to student's desk
- Read and explain story problems or break problems into smaller steps
- Use pictures or graphics

**Other Accommodations**

- Check progress and provide feedback often in the first few minutes of each assignment
- Provide structured assignments with lists for the student to cross off when finished
- Break long-term assignments into small, sequential steps with daily monitoring and frequent grading
- Allow use of sensory tools for those with sensory needs
- Use color-coded materials for each class

**Motivation**

- Activity choice
- Hands-on, multimodal activities
- Doable tasks
- Foster independence
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

**Instructional Presentation**

- Relate to personal experiences
- Establish purpose or goals of lesson
- Activate prior knowledge
- Advanced organizers
- Build background knowledge of content or strategy
- Preteach vocabulary and review strategy

- Visual demonstrations, illustrations, models

### **Modifications and Accommodations for LEP Students**

- provide many visual cues, such as pictures, videos, field trips, picture books, and demonstration lessons, to aid understanding.
- Learn the backgrounds of LEP students and plan a lesson that is both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability.
- Give clear, simple directions to LEP students. Ask them to retell, in their own words, what you are asking them to do before they attempt a task.
- Provide background information and examples that support the content for each lesson..
- Paraphrase information and main ideas.
- Reorganize and reinforce information.
- Build background information through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.
- Simplify language for presentation. Teachers can use “sheltered English,” in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept persentence; limiting structures to one tense; using the active
- Develop content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:
  - starting a picture dictionary or word bank;
  - teaching the vocabulary appropriate to a given subject before introducing the content;
  - reviewing and reinforcing the vocabulary during the content activities;
  - labeling objects in the classroom;
  - taping vocabulary words in context so that students learn to recognize the words;
  - using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible; and
  - encouraging students to use a dictionary to learn or confirm word meanings.
- Close-captioned video or TV
- Computer programs
- Teacher-made adaptations, outlines, and study guides
- High interest/low-reading-level content materials
- Books with audio tapes

### **Modifications and Accommodations for G & T Students**

Adaptive strategies for the exceptionally able student. These include:

- Interdisciplinary and problem-based assignments
- Advanced, accelerated, or compacted content

- Abstract and advanced higher level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement
- Internship, mentorship, and apprenticeship

### **3 types of program modifications:**

Accelerated movement through the instructional program

- Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments
- Content acceleration allows a student to participate at a higher grade level
- via compacting (also known as telescoping) which allows a student to cover the curriculum in a shorter period of time. Previously mastered content is pre evaluated and eliminated from coursework
- Multi-age classrooms allow a student to accelerate through self-pacing.

Enrichment

- Well-articulated assignments that require cognitive processing, in-depth content, well-defined skills, and alternate modes of communication can be effective and stimulating.
- Can include alternate learning activities. Alternate assignments provide students with opportunities to engage in new learning and avoid the boredom of repetitive practice.
- Students can be encouraged to pursue independent study, self-directed research projects carefully monitored by the teacher. Research can be conducted using materials from a more advanced level or from college libraries, businesses, laboratories, and community agencies. Every student should be challenged to think intuitively, using higher order thinking skills such as analysis, synthesis, and evaluation.

Grouping students of like-ability together in homogeneous arrangements (e.g., special classes, clustering in the same classroom) allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student.

- Flexible grouping in the regular classroom enables the exceptionally able student to develop advanced skills and provides the student with time for advanced work and independent study.
- Students may be grouped in self-contained classes with other exceptionally able students