

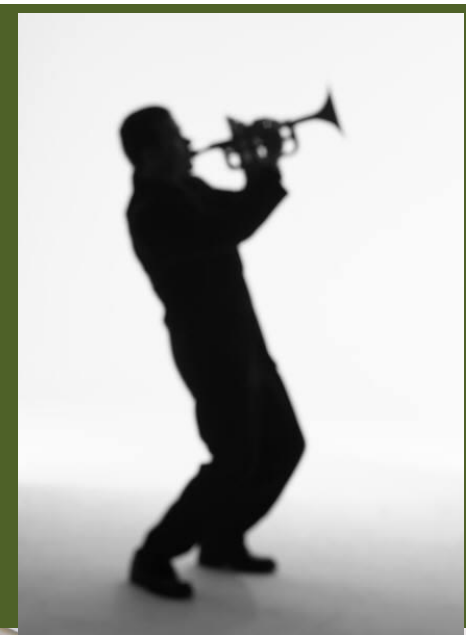


**Westampton Township School District**

Visual and Performing Arts  
Curriculum Guide

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: January 4, 2016



# **Westampton Township School District**

Visual and Performing Arts  
Curriculum Guide

Kindergarten – Eighth Grade

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# Introduction

## **District Mission Statement**

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

## **Vision Statement**

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

## **Curriculum and Instruction Vision Statement**

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising K – 8 curriculum that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

## **Visual and Performing Arts Education Philosophy**

The Westampton Township School District art program has been developed to provide the students with the skills necessary to fulfill the N.J state standards for Visual arts. In the class room setting, students will be able to express themselves with creativity, which is an important basis for critical thinking. It is important to continue to develop, cultivate, and energize the creative potential in every child. Our art program will help to produce aesthetically responsive citizens with a life long interest and involvement in the arts .Our students develop an appreciation and awareness of art history through world cultures in this program. They will respond to art works through verbal and written and art critiques and analysis. In addition, students will develop self-discipline strategies, cooperative work skills, and respect for different abilities to use observation and experimentation to analyze and solve problems through artistic process. As a student-artist, our pupils will develop an appreciation for the role of creativity in human achievement through the course of mankind. Foster a non-threatening environment where each and every student realizes their own self worth. Instill in each student a love for music in each and every facet that this might entail and appreciate the aesthetic value that it affords. Provide a repertoire of songs, appropriate by each grade level that is helpful in the development of a singing voice and that are enjoyable to learn. Teach and familiarize the students with the elements of music: rhythm, melody, harmony, tone color, form, and expressive qualities. Provide activities that enable a student to experience music by listening, playing instruments, and movement.

## **Curriculum Guide**

The Visual and Performing Arts Curriculum Guide is developed to reflect the mission and vision of the Westampton Township School District. This curriculum incorporates the 2014 New Jersey Student Learning Standards.

The curriculum format and template is largely influenced by Understanding by Design, Expanded 2<sup>nd</sup> Edition by Grant Wiggins and Jay McTighe. As recognized experts in curriculum and instructional design, we thought it was essential to utilize their work as the foundation for building a comprehensive, practical, and user-friendly curriculum.

This curriculum guide includes instructional objectives, teaching strategies, learning activities, assessments, and resources, tools which should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction. Therefore, this guide is ongoing and continues to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.

# Visual Arts Curriculum



**Westampton Township School District**

Curriculum Guide

Grade K – Content Area: Visual Arts

<b>Theme/Unit:</b> Alphabet Art		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions: enlightenment, education, and entertainment.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>Create art projects relating to the letters of the alphabet.</li><li>Recognize basic art elements such as line, color, pattern, and texture.</li><li>Demonstrate safe and proper use, care, and storage of materials and equipment.</li><li>Demonstrate an understanding of classroom rules and procedures.</li><li>Create art projects inspired by picture books.</li><li>Demonstrate thoughtfulness and care in completion of artworks.</li></ul> Discriminate between different types of shapes and colors in their work and the work of others.			
<b>Instructional Materials/Resources:</b> <u>Art Across the Alphabet</u> by Kelly Justus Campbell <u>Alphabet on Parade</u> by Jean Warren <u>Follow the Directions Art Nursery Rhymes</u> by Deborah Schecter <u>Cut Paper Play</u> by Sandi Henry Project samples Picture books Various art supplies                      posters		<b>Suggested Vocabulary:</b> Line                                      Texture Pattern                                      Color Collage                                      Illustration  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Internet resources: <a href="http://www.kinderart.com">www.kinderart.com</a> <a href="http://www.saxarts.com">www.saxarts.com</a>	

**Westampton Township School District**

Curriculum Guide

Grade K – Content Area: Visual Arts

Videos & movies

**Recommended Instructional Activities:**

Paper Construction

Drawing

Illustration

Collage

Painting  
cutting skills

Coloring

Scissor safety

Simple tracing and

**Extension Strategies/Activities:**

- Encourage students to write about their art work.
- Encourage student s to add more details to art work

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher Graded Rubrics

Other Assessment Evidence:

Oral Class Discussions/Teacher Observations

**Westampton Township School District**

Curriculum Guide

Grade K – Content Area: Visual Arts

## Westampton Township School District

Curriculum Guide

Grade 1 Content Area: Visual Arts

Theme/Unit: Design Elements		Suggested Sequence: September - June										
<b>NJSLS:</b> 1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork. 1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used. 1.2.2.A.1- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods . 1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). 1.4.2.B.1- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.												
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process artistic production												
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Does art have boundaries?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>										
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>Identify different types of lines.</li><li>Understand that lines are an important part of the world around us and an important part of art.</li><li>Create a variety of line drawings and paintings showing use of the art elements.</li><li>Create line drawings using book illustrations as inspiration.</li><li>Illustrate poems using line designs and patterns</li></ul>												
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Posters</li><li>Project Samples</li><li>Various Art Supplies</li><li>Instructional Videos</li><li>Worksheets</li><li>Picture Books</li><li>Internet Websites</li></ul>		<b>Suggested Vocabulary:</b> <table><tr><td>Line</td><td>Shape</td><td>Texture</td></tr><tr><td>Value</td><td>Form</td><td>Space</td></tr><tr><td>Color</td><td>Pattern</td><td>Design</td></tr></table> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment		Line	Shape	Texture	Value	Form	Space	Color	Pattern	Design
Line	Shape	Texture										
Value	Form	Space										
Color	Pattern	Design										
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Various Line Drawings and paintings</li><li>Illustrations of poems</li><li>Texture exploration</li><li>Compare and contrast lines and shapes</li></ul>												

**Westampton Township School District**

Curriculum Guide

Grade 1 Content Area: Visual Arts

**Extension Strategies/Activities:**

- Explore design elements used in famous works of art.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

- Teacher graded rubrics

Other Assessment Evidence:

- Oral class discussion/critique of projects
- Observation of skills

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Grade 1 Content Area: Visual Arts

<b>Theme/Unit:</b> Paper Construction		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. 1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories . 1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.			
<b>Big Idea</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating art differ from viewing art?</li><li>• Does art have boundaries?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Practice proper cut and paste techniques.</li><li>• Demonstrate correct scissor safety and use.</li><li>• Create a paper mosaic using pattern and repetition.</li><li>• Create a paper construction project using hand building techniques.</li><li>• Design a tissue paper collage.</li></ul>			
<b>Instructional Materials/Resources:</b> Various Art Supplies      Picture Books Posters                              Instructional Videos Instructional Worksheets <i>Art Through Children's Literature</i> by Debi Englebaugh		<b>Suggested Vocabulary:</b> Collage                      Mosaic Pattern                        Assemblage	
<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.			
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Mr. Sun</li><li>• Winter Project (snowman, winter scene)</li><li>• Torn Paper Mosaic</li><li>• Elmer</li></ul>			

## Westampton Township School District

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Grade 1 Content Area: Visual Arts

<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>Encourage students to add more elaborate details to projects</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Suggested Assessments:</b> <p><u>Performance Task:</u> Teacher Graded Rubrics <u>Other Assessment Evidence:</u> Oral Class Discussions/Teacher Observations</p>	
<b>Theme/Unit:</b> Painting	<b>Suggested Sequence:</b> September - June
<b>NJSLS:</b> <p>1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.2 - Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances. 1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>	
<b>Big Idea</b> <ul style="list-style-type: none"><li>Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li><li>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li><li>An understanding of the elements and principles of art is essential to the creative process and artistic production.</li><li>Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li></ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating art differ from viewing the arts?</li><li>Does art have boundaries?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>Demonstrate proper painting techniques.</li><li>Create a water color resist.</li><li>Create a painting that illustrates an art/library connection.</li><li>Design and create a painting that shows unity.</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Posters</li></ul>	<b>Suggested Vocabulary:</b> <p>Medium Color</p>

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Grade 1 Content Area: Visual Arts

<ul style="list-style-type: none"><li>• Instructional Videos</li><li>• Various Art Supplies</li><li>• Picture Books</li><li>• Project samples</li><li>• <u>Art Through Children’s Literature</u> by Debi Englebaugh</li></ul>	Tempera Watercolor
<b>Technology:</b> Internet Resources	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Water Color Resist</li><li>• Flower and/or Garden Painting</li><li>• Painting inspired by Eric Carle</li><li>• Family Portrait</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Additional research on Eric Carle and his painting style</li><li>• Compare and contrast various painting styles presented in famous works of art.</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> <u>Performance Task:</u> Teacher Graded Rubrics <u>Other Assessment Evidence:</u> Observation of skills and effort Class Participation/discussion	



**Westampton Township School District**

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Grade 1 Content Area: Visual Arts

<b>Theme/Unit:</b> Color		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of <u>art media</u> .			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions: enlightenment, education, and entertainment.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>Identify primary and secondary colors.</li><li>Practice color mixing techniques.</li><li>Create a color wheel.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Color Wheel</li><li>Posters</li><li>Project Samples</li><li>Various Art Supplies</li><li>Worksheets</li><li>Color Paddles</li></ul>		<b>Suggested Vocabulary:</b> Primary Colors Secondary Colors Color Wheel  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Creation of a Color Wheel</li><li>Experimentation with color mixing</li><li>Color Wheel Painting</li></ul>			
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>Introduction of Intermediate or Tertiary colors</li><li>Explore use of color in famous works of art</li></ul>		<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.			

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Grade 1 Content Area: Visual Arts

<p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
<p><b>Suggested Assessments:</b></p> <p><u>Performance Task:</u> Teacher graded rubrics</p> <p><u>Other Assessment Evidence:</u> Effort and use of time Oral class discussion/critique of projects Observation of skills</p>

<p><b>Theme/Unit:</b> Clay</p>		<p><b>Suggested Sequence:</b> September - June</p>
<p><b>NJSLS:</b></p> <p>1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.4.2.B.2 – Apply the principles of positive critique in giving and receiving responses to performances.</p>		
<p><b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does creating art differ from viewing the art?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The artistic process can lead to unforeseen or unpredictable outcomes.</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Construct a pot using the pinch/pull method.</li> </ul>		
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Clay Supplies &amp; Tools</li> <li>Project Samples</li> <li>Posters</li> <li>Picture Books</li> </ul>	<p><b>Suggested Vocabulary:</b> Pinch/pull Clay Slip</p> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	

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Grade 1 Content Area: Visual Arts

**Recommended Instructional Activities:**

- Pinch Pot

**Extension Strategies/Activities:**

- Introduce advanced glazing/painting techniques
- Discuss how ceramics are used as part of everyday life.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

Social Studies

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Oral class discussions about projects

Oral class critiques

Observation of skills and effort

## Westampton Township School District

Curriculum Guide

Grade 1 Content Area: Visual Arts

<b>Theme/Unit:</b> Weaving		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.5 - Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media .			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process. The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating art differ from viewing the art?</li><li>• Does art define culture or does culture define art?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Culture affects self-expression, whether we realize it or not.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Construct a weaving from paper.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Various Art Supplies</li><li>• Picture Books</li><li>• Instructional Worksheets and Videos</li></ul>		<b>Suggested Vocabulary:</b> Weaving Pattern <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Placemat Weaving</li></ul>			
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Discuss different items that can be woven</li><li>• Discuss how weaving is used in everyday life</li></ul>		<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills.			

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Curriculum Guide

Grade 1 Content Area: Visual Arts

- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Oral class discussion/critiques

Observation of skills and effort

## Westampton Township School District

Curriculum Guide

Grade 1 Content Area: Visual Arts

<b>Theme/Unit:</b> Printmaking		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating art differ from viewing the art?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>Create a print using the negative space method</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Various Art Supplies</li><li>Picture Books</li><li>Instructional Worksheets</li></ul>		<b>Suggested Vocabulary:</b> Positive space Negative space Repeat Paint	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Flower Prints</li><li>Printing with found objects</li></ul>			
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>Encourage students to add additional decorations to prints</li><li>Compare and contrast student prints</li></ul>		<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
<b>Suggested Assessments:</b>			

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Grade 1 Content Area: Visual Arts

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Oral class discussions and group critiques

Effort and use of time

## Westampton Township School District

Curriculum Guide

Grade 2 Content Area: Visual Arts

Theme/Unit: Design Elements		Suggested Sequence: September - June
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork. 1.1.2.D.2 - Identify elements of art and principles of design in specific works of art and explain how they are used. 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process artistic production.		
<b>Essential Questions:</b> Does art have boundaries?		<b>Enduring Understandings:</b> Breaking accepted norms often gives rise to new forms of artistic expression.
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Identify different types of lines.</li><li>• Understand that lines are an important part of the world around us and an important part of art.</li><li>• Create a variety of line drawings and paintings showing use of the art elements.</li><li>• Create line drawings using book illustrations as inspiration.</li><li>• Identify the use of line, shape, pattern, and texture in works of art.</li><li>• Combine shapes, lines, and colors to create a design.</li><li>• Recognize and manipulate symmetrical shapes.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Various Art Supplies</li><li>• Picture Books</li><li>• Instructional Worksheets</li><li>• Posters</li><li>• Project Samples</li><li>• Worksheets</li><li>• Internet Websites</li></ul>		<b>Suggested Vocabulary:</b> Line                      Shape Texture                      Value Form                      Space Color                      Pattern Design <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Various line drawings based upon famous works of art and/or famous book illustrations</li><li>• Illustrations of poems</li><li>• Texture exploration</li><li>• Shape drawing and/or painting</li></ul>		



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Grade 2 Content Area: Visual Arts

**Extension Strategies/Activities:**

- Compare and contrast design elements used in famous works of art.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

- Oral class discussions/critique of projects
- Observation of skill, effort and use of time
- Student self-assessment

## Westampton Township School District

Curriculum Guide

Grade 2 Content Area: Visual Arts

<b>Theme/Unit:</b> Paper Construction		<b>Suggested Sequence:</b> September - June
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.2 – Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. 1.3.2.D.3 – Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process artistic production. Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> Does art have boundaries? How does creating art differ from viewing art?	<b>Enduring Understandings:</b> Breaking accepted norms often gives rise to new forms of artistic expression. Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Demonstrate proper cut and paste techniques.</li><li>• Demonstrate correct scissor safety and use.</li><li>• Create a torn paper mosaic.</li><li>• Construct a paper construction project using hand building techniques.</li><li>• Design and create a tissue paper collage.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Various Art Supplies</li><li>• Picture Books</li><li>• Instructional Worksheets</li><li>• Instructional Videos</li><li>• Art Prints</li><li>• Art Though Children's Literature by Debit Englebaugh</li></ul>	<b>Suggested Vocabulary:</b> Collage Mosaic Pattern Assemblage <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Torn Paper Self-Portrait</li><li>• Construction Paper Collage</li></ul>		

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Curriculum Guide

Grade 2 Content Area: Visual Arts

- Paper weaving

**Extension Strategies/Activities:**

- Explore famous works of art that incorporate assemblage techniques

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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Curriculum Guide

Grade 2 Content Area: Visual Arts

<b>Theme/Unit:</b> Painting		<b>Suggested Sequence:</b> September - June
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.2 – Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation. 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances. 1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• An understanding of the elements and principles of art is essential to the creative process artistic production.</li><li>• Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li><li>• Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Does art have boundaries?</li><li>• How does creating art differ from viewing art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li><li>• The arts serve multiple functions enlightenment, education, and entertainment.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Demonstrate proper painting techniques.</li><li>• Create a water color resist.</li><li>• Create a painting that illustrates an art and literature connection.</li><li>• Design and create a multi-media painting created in the style of Vincent Van Gogh’s Starry Night.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Posters</li><li>• Various Art Supplies</li><li>• Picture Books</li><li>• Instructional Videos</li><li>• Project Samples</li><li>• Art Prints</li><li>• Art Though Children’s Literature by Debit Englebaugh</li></ul>	<b>Suggested Vocabulary:</b> Medium Color Tempera Watercolor	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,	

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Grade 2 Content Area: Visual Arts

and the environment.

**Recommended Instructional Activities:**

- Various paintings based upon famous works of art and/or famous book illustrations.

**Extension Strategies/Activities:**

- Compare and contrast various painting styles presented in famous works of art.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

- Performance Task:
  - Teacher graded rubrics
- Other Assessment Evidence:
  - Class participation
  - Oral class discussion/class critique
  - Observation of skills and effort

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Grade 2 Content Area: Visual Arts

<b>Theme/Unit:</b> Color		<b>Suggested Sequence:</b> September - June
<b>NJSLS:</b> 1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods. 1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories. 1.3.2.D.4 - Explore the use of a wide array of art mediums and select tools that are appropriate to the production of works of art in a variety of art media.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating art differ from viewing art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions enlightenment, education, and entertainment.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>Categorize primary and secondary colors.</li><li>Demonstrate proper color mixing techniques.</li><li>Organize and create a color wheel.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Various Art Supplies</li><li>Color Wheel</li><li>Color Paddles</li><li>Picture Books</li><li>Worksheets</li><li>Project Samples</li><li>Posters</li></ul>	<b>Suggested Vocabulary:</b> Primary Colors Secondary Colors Color Wheel <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,	

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Grade 2 Content Area: Visual Arts

	computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Develop a Color Wheel that shows both primary and secondary colors</li><li>• Identify and mix secondary colors from primary colors and use them in a painting</li><li>• Use color to express feelings and emotions in an illustration of a poem.</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Explore the use of color in famous works of art.</li><li>• Introduce Intermediate or Tertiary colors</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Suggested Assessments:</b> <p><u>Performance Task:</u> Teacher graded rubrics <u>Other Assessment Evidence:</u> Observations of effort and skill Oral class critiques Student self-assessment</p>	

<b>Theme/Unit:</b> Clay	<b>Suggested Sequence:</b> September - June
<b>NJSLS:</b> <p>1.3.2.D.1 - Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.</p> <p>1.3.2.D.3 - Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.</p> <p>1.1.2.D.1 - Identify the basic elements of art and principles of design in diverse types of artwork.</p> <p>1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.</p>	
<b>Big Ideas:</b> <p>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating art differ from viewing art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><li>• Construct a clay fish using proper hand building techniques.</li></ul>	

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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• Clay supplies &amp; tools</li><li>• Project Sample(s)</li><li>• Posters</li><li>• Picture Books</li><li>• Instructional Worksheets</li></ul>	<p><b>Suggested Vocabulary:</b></p> <p>Clay Slab Potters Needle Slip</p>
<p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• 3D clay animal (such as a fish, bird, bear, etc.)</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Assign peer coaches to assist students in need</li><li>• Discuss how ceramics are used as part of everyday life.</li><li>• Introduce advanced glazing/painting techniques</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b></p> <p><u>Performance Task:</u> Teacher graded rubrics</p> <p><u>Other Assessment Evidence:</u> Observations of effort and skill Oral class critiques Student self-assessment</p>	



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Grade 3 Content Area: Visual Arts

<b>Theme/Unit:</b> Design Elements - Line		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.A.2 – Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design . 1.3.5.D.4 - 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 <u>art mediums</u> to create original works of art. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process artistic production.			
<b>Essential Questions:</b> Does art have boundaries?		<b>Enduring Understandings:</b> Breaking accepted norms often gives rise to new forms of artistic expression.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Create a variety of line drawings that show evidence of repetition, pattern, and originality.</li><li>• Identify different types of lines and use them in a drawing.</li><li>• Create line drawings using book illustrations as inspiration.</li><li>• Illustrate poems using line.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• <u>Discover Great Artists</u> by Mary Ann Kohl and Kim Solga</li><li>• Posters and prints that depict various line qualities</li><li>• Project samples</li><li>• Various art supplies</li><li>• Instructional videos</li><li>• Transparencies</li><li>• Picture Books</li></ul>		<b>Suggested Vocabulary:</b> Line Pattern Design Contour Line  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  <a href="http://www.kinderart.com">www.kinderart.com</a> <a href="http://www.deepspaceparkle.com">www.deepspaceparkle.com</a>	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Gesture Drawing</li><li>• Stencil Drawing</li><li>• Introduction to contour line drawing</li><li>• Book and Poem Illustrations</li></ul>			

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Grade 3 Content Area: Visual Arts

**Extension Strategies/Activities:**

- Display student works in spring art show

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Observations of effort and skill

Oral class critiques

Student self-assessment

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Curriculum Guide

Grade 3 Content Area: Visual Arts

<b>Theme/Unit:</b> Color		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. 1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process..			
<b>Essential Questions:</b> How does creating and performing in the arts differ from viewing the arts?		<b>Enduring Understandings:</b> The arts serve multiple functions: enlightenment, education, and entertainment.	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Recognize that color is an important part of the world around us and an important element of art.</li><li>• Identify and define the primary and secondary colors.</li><li>• Demonstrate how to mix the secondary colors from the primary colors and arrange their placement on the color wheel.</li><li>• Categorize colors into groups according to emotional feelings.</li><li>• Recognize the various uses of color in famous works of art.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Color Wheel</li><li>• Posters</li><li>• Color Paddles</li><li>• Project samples</li><li>• Various art supplies</li><li>• Worksheets</li></ul>		<b>Suggested Vocabulary:</b> Primary Colors Secondary colors Color Wheel  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Creation of a color wheel</li><li>• Experimentation with color mixing</li><li>• Illustrations and drawings that depict different types of color use</li><li>• Illustrations and drawings that depict the emotional impact of color</li><li>• “Color In Art” video</li><li>• Experimentation with color patterns</li></ul>			

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Curriculum Guide

Grade 3 Content Area: Visual Arts

**Extension Strategies/Activities:**

- Introduction of intermediate or tertiary colors
- Explore the use of color in famous works of art.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Observations of effort and skill and use of time

Oral class critiques

**Westampton Township School District**

Curriculum Guide

Grade 3 Content Area: Visual Arts

<b>Theme/Unit:</b> Painting		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and <u>art mediums</u> to create original works of art. 1.3.5.D.5 - Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Does art have boundaries?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>Respect their work and the work of others.</li> <li>Demonstrate safe and proper use, care, and storage of painting supplies and materials.</li> <li>Create a painting that illustrates an art and literature connection.</li> <li>Use appropriate art vocabulary.</li> <li>Create art that expresses personal feelings, ideas, interests, and feelings.</li> </ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li><u>Discover Great Artists</u> by Mary Ann Kohl and Kim Solga</li> <li>Instructional videos and worksheets</li> <li>Picture Books</li> <li>Prints/Posters</li> <li>Various types of paint and art supplies</li> </ul>		<b>Suggested Vocabulary:</b> Medium                      Color Tempera                      Watercolor  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

**Westampton Township School District**

Curriculum Guide

Grade 3 Content Area: Visual Arts

www.artlex.com  
www.kinderart.com

**Recommended Instructional Activities:**

- Paintings modeled after famous works of art
- Leaf Prints and Painting
- Explore the work of African American artists
- Watercolor Painting
- Tempera Painting

**Extension Strategies/Activities:**

- Explore different painting techniques used in famous works of art.
- Display student works in spring art show

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

- Observations of effort and skill
- Oral class discussion/class critiques
- Class Participation

**Westampton Township School District**

Curriculum Guide

Grade 3 Content Area: Visual Arts

<b>Theme/Unit:</b> Paper Construction		<b>Suggested Sequence:</b> September - June
<b>NJSLS:</b> 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education, and entertainment.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>Demonstrate proper cut and paste techniques.</li> <li>Demonstrate correct scissor safety and use.</li> <li>Use paper construction techniques to create a project influenced by a famous work of art.</li> <li>Use appropriate art vocabulary.</li> <li>Recognize that art from one artist has a similar look or style.</li> <li>Manipulate a variety of different types of papers (texture paper, tissue paper, construction paper, etc).</li> <li>Respect their work and the work of others.</li> </ul>		
<b>Instructional Materials/Resources:</b> Transparencies                      Picture books Posters                                      Project samples Prints that depict paper construction from various cultures Prints that depict paper construction produced by famous artists Instructional worksheets and videos <u>Cut Paper Play</u> by Sandi Henry <u>Cassie's Word Quilt</u> by Faith Ringgold		<b>Suggested Vocabulary:</b> Assemblage Collage Pattern  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> Create collages similar to that of Pablo Picasso and Faith Ringgold Tissue paper collage that depicts symmetry		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"> <li>Explore famous works of art that incorporate assemblage techniques.</li> </ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	

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Curriculum Guide

Grade 3 Content Area: Visual Arts

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Participation, effort, and use of time



**Westampton Township School District**

Curriculum Guide

Grade 3 Content Area: Visual Arts

<b>Theme/Unit:</b> Clay Hand-Building		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating art differ from viewing the art?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>Construct a clay project using proper hand building techniques.</li><li>Choose and use the proper tools during the construction of a clay project.</li></ul>			
<b>Instructional Materials/Resources:</b> Clay supplies and tools Teacher and student project samples Posters Glaze selection chart Various colors of glaze Picture books		<b>Suggested Vocabulary:</b> Clay                      Bisque Fire Potters Needle        Glaze Fire Slip                       Kiln Fettling Knife         Slab	
<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.			
<b>Recommended Instructional Activities:</b> Slab construction			
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>Discuss the changes that take place during both bisque and a glaze firing.</li><li>Examine the kiln and demonstrate how it works.</li><li>Discuss problem solving in ceramics.</li></ul>		<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	

**Westampton Township School District**

Curriculum Guide

Grade 3 Content Area: Visual Arts

Spring Art Show display for all students	
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**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Oral class discussion about projects and class critique

Observation of skills, effort, and use of time

**Westampton Township School District**

Curriculum Guide

Grade 4 Content Area: Visual Arts

<b>Theme/Unit:</b> Design Elements - Line		<b>Suggested Sequence:</b> September - June
<p><b>NJSLS:</b></p> <p>1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p> <p>1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.</p> <p>1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art .</p> <p>1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life.</p> <p>1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.</p> <p>1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.</p> <p>1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>		
<p><b>Big Ideas:</b></p> <p>An understanding of the elements and principles of art is essential to the creative process artistic production.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>Does art have boundaries?</li> </ul>		<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Breaking accepted norms often gives rise to new forms of artistic expression</li> </ul>
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>compare and contrast different types of lines.</li> <li>create a variety of line drawings that show evidence of repetition, pattern, and originality.</li> <li>create a landscape drawing that shows evidence of a foreground, mid-ground, and background.</li> <li>experiment with contour line drawing.</li> </ul>		
<p><b>Instructional Materials/Resources:</b></p> <p><u>Discover Great Artists</u> by Mary Ann Kohl and Kim Solga            Posters and prints that depict various line qualities            Project samples            Various art supplies            Instructional videos            Transparencies            Picture Books</p>		<p><b>Suggested Vocabulary:</b></p> <p>Line            Pattern            Design            Perspective            Contour Line</p> <p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>

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Grade 4 Content Area: Visual Arts

### Recommended Instructional Activities:

- Portrait drawing
- Landscape drawing
- Perspective drawing
- Contour line and blind contour line drawing

### Extension Strategies/Activities:

- Display student works in spring art show.
- Compare and contrast two different art works that contain line

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

#### Performance Task:

Teacher graded rubrics

#### Other Assessment Evidence:

Oral class discussions/critiques

Observation of skill and effort

Class participation

**Westampton Township School District**

Curriculum Guide

Grade 4 Content Area: Visual Arts

<b>Theme/Unit:</b> Paper Construction		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions: enlightenment, education, and entertainment.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>use paper construction techniques to create a project influenced by a famous work of art.</li><li>use appropriate art vocabulary.</li><li>recognize that art from one artist has a similar look or style.</li><li>manipulate a variety of different types of papers (texture paper, tissue paper, construction paper, etc.).</li><li>respect their work and the work of others.</li><li>demonstrate safe and proper use, care, and storage of media, materials, and equipment.</li><li>compare and contrast two artworks made by the same artist.</li><li>create art that expresses personal ideas, interests, and feelings</li></ul>			
<b>Instructional Materials/Resources:</b> <u>Discover Great Artists</u> by Mary Ann Kohl and Kim Solga <u>Cut Paper Play</u> by Sandi Henry Project samples Prints that depict paper construction from various cultures Prints that depict paper construction produced by famous artists Instructional worksheets and videos		<b>Suggested Vocabulary:</b> Assemblage Collage Pattern  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Internet art gallery sites <a href="http://www.deepspacesparkle.com">www.deepspacesparkle.com</a>	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Collage that shows a pattern of color and shape</li><li>Assemblage modeled after a famous work of art</li></ul>			

**Westampton Township School District**

Curriculum Guide

Grade 4 Content Area: Visual Arts

**Extension Strategies/Activities:**

- Explore the use of paper construction in famous works of art.
- Display student works in spring art show
- Explore famous works of art that incorporate assemblage techniques
- Venn Diagram to compare and contrast two works of art

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Oral class discussions/critiques

Observation of skill and effort

**Westampton Township School District**

Curriculum Guide

Grade 4 Content Area: Visual Arts

<b>Theme/Unit:</b> Color		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art . 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design. 1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• recognize that color is an important part of the world around us and an important element of art.</li><li>• identify primary, secondary, and tertiary colors.</li><li>• use appropriate art vocabulary.</li><li>• create secondary and tertiary colors and arrange them on a color wheel.</li><li>• define the color concepts of neutral, complementary, warm, and cool colors.</li><li>• identify analogous color schemes.</li><li>• demonstrate safe and proper use, care, and storage of media, materials, and equipment.</li><li>• compare and contrast two artworks made by the same artist.</li></ul>			
<b>Instructional Materials/Resources:</b> Color Wheel Posters Color Paddles		<b>Suggested Vocabulary:</b> Primary Colors Secondary colors Color Wheel	

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Grade 4 Content Area: Visual Arts

<p>Project samples                  Various art supplies                  Worksheets  <u>Discover Great Artists</u> by Mary Ann Kohl and Kim Solga                  Transparencies                  Videos/DVDs                  Magazines                  Prints that depict use of color in famous works of art</p>	<p>Intermediate/Tertiary Colors                  Neutral Colors                  Complementary Colors                  Analogous Colors                  Warm and Cool Colors                  Tints                  Values                  Shades</p> <p><b>Technology:</b>                  8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.                  8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Painting and/or drawing that demonstrates the use of warm or cool colors</li> <li>• Creation of a color wheel that shows primary, secondary, and tertiary colors</li> <li>• Experiment with mixing tertiary colors (paint and/or water color)</li> <li>• Mixed media project showing one color family (tints and shades of one color)</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Explore the use of color in famous works of art.</li> <li>• Display student works in spring art show</li> <li>• Problem solving in art covered throughout the year.</li> </ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b>                  CRP2. Apply appropriate academic and technical skills.                  CRP4. Communicate clearly and effectively and with reason.                  CRP7. Employ valid and reliable research strategies.                  CRP11. Use technology to enhance productivity.                  CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b>  <u>Performance Task:</u>                  Teacher graded rubrics  <u>Other Assessment Evidence:</u>                  Observation of participation, skill, effort, and use of time</p>	



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Curriculum Guide

Grade 4 Content Area: Visual Arts

<b>Theme/Unit:</b> Painting		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art . 1.3.5.D.5 - 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. 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>Does art have boundaries?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>respect their work and the work of others.</li> <li>demonstrate safe and proper use, care, and storage of painting supplies and materials.</li> <li>use appropriate art vocabulary.</li> <li>create art that expresses personal feelings, ideas, interests, and feelings.</li> <li>recognize that art from one artist has a similar look or style.</li> <li>compare and contrast two artworks made by the same artist.</li> <li>demonstrate personal insight through observing and reflecting on a work of art.</li> </ul>			
<b>Instructional Materials/Resources:</b> <u>Discover Great Artists</u> by Mary Ann Kohl and Kim Solga Instructional videos and worksheets Picture Books Prints/Posters Various types of paint and art supplies		<b>Suggested Vocabulary:</b> Medium            Color Tempera        Watercolor Tint                Shade Intensity        Foreground Mid-ground     Background	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –	

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Curriculum Guide

Grade 4 Content Area: Visual Arts

	<p>Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>www.artlex.com www.deepspacesparkle.com</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Design a portrait or landscape</li><li>• Claude Monet’s bridge multi-media painting</li><li>• Explore the work of African American artists</li></ul> <p>Cityscape painting Color Families</p>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Explore different painting techniques used in famous works of art.</li><li>• Display student works in spring art show</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b></p> <p><u>Performance Task:</u> Teacher graded rubrics</p> <p><u>Other Assessment Evidence:</u> Oral class discussion/class critique Observation of student work, effort, and use of time Class participation</p>	

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Grade 4 Content Area: Visual Arts

<b>Theme/Unit:</b> Clay Hand-Building		<b>Suggested Sequence:</b> September - June	
<b>NJSLS:</b> 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art . 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life..			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating art differ from viewing art?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>construct a clay project using proper hand building techniques.</li><li>choose and use the proper tools during the construction of a clay project.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Clay supplies and tools</li><li>Teacher and student project samples</li><li>Posters</li><li>Glaze selection chart</li><li>Various colors of glaze</li><li>Picture books</li></ul>		<b>Suggested Vocabulary:</b> Clay                      Potters Needle Slip                        Coil Fettling Knife        Bisque Fire Glaze Fire              Kiln	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and	

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Grade 4 Content Area: Visual Arts

Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Coil Pot

**Extension Strategies/Activities:**

- Discuss the changes that take place during both bisque and a glaze firing.
- Examine the kiln and demonstrate how it works.
- Discuss problem solving in ceramics.
- Spring Art Show display for all students

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

Teacher graded rubrics

Other Assessment Evidence:

Oral class discussion about projects and class critique

Observation of student work, effort, and use of time

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Curriculum Guide

Grade 5 Content Area: Visual Arts

<b>Theme/Unit:</b> Clay Handbuilding		<b>Suggested Sequence:</b> 5 sessions
<b>NJSLS:</b> 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and 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. 1.3.5.D.4 - Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art. 1.3.5.D.5 - 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. 1.4.5.A.2 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously guide the creation of art works?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"> <li>Students will be able to create a clay Ganesha figure using the pinch pull technique of hand building.</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>We will discuss the sculpture of Ganesha and its cultural significance to the Hindu people of India.</li> <li>We will discuss other lucky icons used in their lives (four left lover).</li> <li>We will create Ganesha from clay using the pinch pull method of handbuilding.</li> <li>After work has dried and is fired, we will decorate the clay with gems, glitter, and paint to portray all of the powerful attributes that Ganesha needs to destroy obstacles in life.</li> </ul>		<b>Suggested Vocabulary:</b> Icon                      ladoo Good fortune            myth Mudra                    deity Lotus Flower  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Clay pinch-pull method</li> <li>Clay slab method</li> <li>Using slip properly</li> <li>Using clay tools correctly</li> <li>Creating their personal style in this clay project</li> </ul>		
<b>Extension Strategies/Activities:</b> Ganesha sculpture at the Philadelphia Museum of Art		<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

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Grade 5 Content Area: Visual Arts

### Cross-curricular Connections/Standards:

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

Clay Rubric

### Theme/Unit:

Critique

### Suggested Sequence:

8 mins. Daily

### NJSLS:

- 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
- 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

### Big Ideas:

Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

### Essential Questions:

- When is art criticism vital and when is it beside the point?

### Enduring Understandings:

- The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.

### Knowledge, Skills, and Instructional Objectives:

Student will be able to create an oral presentation based on analytical critique of a painting in the room. Students will be able to create presentations that will dramatize a painting into a television news report known as WMSTV to include an opening statement, location, and an interview with a witness.

### Instructional Materials/Resources:

- Prints by artists displayed in the room.

### Suggested Vocabulary:

dramatize

### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Recommended Instructional Activities:

- Students will choose a painting from around the room.
- Use a rubric and terms/skills learned in class to create an analytical critique
- Use examples from WMSTV clips to add presentation and drama elements and create a news report

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Grade 5 Content Area: Visual Arts

about the chosen painting

- Include; opening, location, witness interview, design elements and technique

- Present news report through WMSTV

**Extension Strategies/Activities:**

- WMSTV presentation and use
- Ask after presentation what design elements were used

**Modification Strategies/Activities:** see Addendum for

modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Critique Rubric

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Grade 5 Content Area: Visual Arts

<b>Theme/Unit:</b> Cultural/ Japanese Teahouse		<b>Suggested Sequence:</b> 4-5 Sessions	
<b>NJSLS:</b> 1.4.5.A.2 - . Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and 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. 1.3.5.D.5 - 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.			
<b>Big Ideas:</b> In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Culture affects self-expression, whether we realize it or not.</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Does art define culture or does culture define art?</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Students will be able to discuss and identify the characteristics of the architecture of the Japanese teahouse in the collection at the Philadelphia Museum of Art during the class trip.</li><li>• Students will be able to create a Japanese teahouse using design elements with scratchboard, construction paper and other art supplies.</li><li>• Students will be able to create work that will reflect the beliefs and viewpoints of the Japanese culture.</li><li>• Students will be able to demonstrate an understanding of the functions of the architectural details in this structure.</li></ul>			
<b>Instructional Materials/Resources:</b> Model Japanese teahouse Scratchboard Construction paper Scissors Origami paper Colored pencils glue		<b>Suggested Vocabulary:</b> Teahouse            architecture Line design        scratchboard Various terminology introduced at the tea ceremony: Geta shoes        Kyoto            sun ka raku Shinto              kimono Tea host/hostess   shogun	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	



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**Recommended Instructional Activities:**

- Students will start by visiting the Japanese Teahouse in the Philadelphia Museum of Art.
- Students will discuss the unique architectural aspects that make the teahouse unique and a work of Japanese art.
- Students will use knowledge of Japanese architecture to create a teahouse on a scratchboard
  - Students are to include various symbols of Japanese culture
- The scratchboard must then be presented to the class and explained to show understanding of culture

**Extension Strategies/Activities:**

Students will participate in an authentic Japanese Tea Ceremony as a closing activity. The art room will be transformed into a Japanese tea house and students will wear kimonos or hopi coats, drink tea and enjoy sweets and music from Japan

**Modification Strategies/Activities:**

see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Critique Rubric

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Grade 5 Content Area: Visual Arts

<b>Theme/Unit:</b> Picasso/ Design Elements		<b>Suggested Sequence:</b> 8 sessions	
<b>NJSLS:</b> 1.1.5.D.1 - Identify elements of art and principles of design that are evident in everyday life. 1.1.5.D.2 - Compare and contrast works of art in various mediums that use the same art elements and principles of design. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 1.3.5.D.1 - Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design. 1.3.5.D.2 - Identify common and distinctive characteristics of artworks from diverse cultural and 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. 1.3.5.D.3 - Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres .			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously guide the creation of art works?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"> <li>Students will be able to create a design using cubist-style forms based on their study of the <i>Three Musicians</i> by Pablo Picasso.</li> <li>Students will be able to illustrate appropriate level drawing skills, pattern use, color repetition and 3-d forms.</li> </ul>			
<b>Instructional Materials/Resources:</b> Cubist style model art Pablo Picasso Art <i>Three Musicians</i> by Pablo Picasso		<b>Suggested Vocabulary:</b> Cubism      value geometric    pattern repetition    balance realism      overlapping	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  <ul style="list-style-type: none"> <li><a href="http://www.zyama.com/index.htm">http://www.zyama.com/index.htm</a></li> <li><a href="http://cghs.dade.k12.fl.us/africanamerican/twentieth_century/cubism.html">http://cghs.dade.k12.fl.us/africanamerican/twentieth_century/cubism.html</a></li> </ul>	

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Grade 5 Content Area: Visual Arts

- [www.pbskids.org/african/piano](http://www.pbskids.org/african/piano)

**Recommended Instructional Activities:**

- Students will start with comparing cubist style painting and identifying cubist elements
- Students will discuss the unique aspects of *Three Musicians* by Pablo Picasso
- Students will create the a cubist style design using the following
- Illustrate appropriate level drawing skills, pattern use, color repetition and 3-D forms.
- Use of African masks in the art room
- Musical instruments from Africa

**Extension Strategies/Activities:**

We will visit the Philadelphia Museum of Art and see the original “Three Musicians”. Students will participate in a role playing activity. The “curator” of the Philadelphia Museum of Art will debate with the “curator” of the Museum of Modern Art and debate which version of the Three Musicians is the better painting.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Picasso Rubric

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Curriculum Guide

Grade 6 Content Area: Visual Arts

<b>Theme/Unit:</b> Drawing		<b>Suggested Sequence:</b> 6-8 sessions	
<b>NJSLS:</b> 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously guide the creation of art works?</li> </ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to create a drawing in colored pencil using shading techniques of 3-D forms.			
<b>Instructional Materials/Resources:</b> Drawing paper Colored pencils 3-D forms T squares Rulers		<b>Suggested Vocabulary:</b> 3-D forms                      cast shadow Shading                        highlight Light source                    values	
<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.			
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"> <li>Students will start with comparing various 3-D styles by various artists</li> <li>Students will discuss the unique aspects of 3-D design</li> <li>Students will create their own 3-D design which will include the following: illustrate appropriate level drawing skills, pattern use, color repetition and 3-d forms.</li> </ul>			
<b>Extension Strategies/Activities:</b> Identify other works which include the same 3-D elements used in student designs.		<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.			

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CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

3-D design elements rubric

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Grade 6 Content Area: Visual Arts

<b>Theme/Unit:</b> Clay Handbuilding		<b>Suggested Sequence:</b> 7sessions
<b>NJSLS:</b> 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals 1.3.8.D.3 - Identify genres of art (including realism, abstract/nonobjective art, and conceptual art) within various contexts using appropriate art vocabulary, and solve hands-on visual problems using a variety of genre styles.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Does art define culture or does culture define art?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Culture affects self-expression, whether we realize it or not.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to <ul style="list-style-type: none"><li>Create a clay castle using the coil, pinch-pull method of hand building learned in 5<sup>th</sup> grade.</li><li>Choose a theme for their castle, such as a snow castle, haunted castle or underwater castle.</li><li>Fire and glaze and then decorate their work with decorative materials to reflect their theme.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Pictures various castles</li><li>Clay</li><li>Various design examples</li></ul>		<b>Suggested Vocabulary:</b> Clay handbuilding Proportion Positive space Negative space  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Students will start by reviewing the pinch-pull clay method</li><li>Students will review various design elements found in different castles.</li><li>Students will create their castle using the pinch-pull method</li><li>The clay then must be dried and then fired.</li><li>The work will then be glazed with 4 coats of glaze and fired again.</li><li>After the final glaze firing, students will detail with glitter, paint pens, and gems to reflect their various design elements</li></ul>		

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Grade 6 Content Area: Visual Arts

**Extension Strategies/Activities:**

Various castles from around the world; England, Japan, Mexico

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Clay Rubric

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Grade 6 Content Area: Visual Arts

<b>Theme/Unit:</b> Critique		<b>Suggested Sequence:</b> 8 mins. Daily
<b>NJSLS:</b> 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.		
<b>Big Ideas:</b> Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>When is art criticism vital and when is it beside the point?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Student will be able to <ul style="list-style-type: none"><li>Create an oral presentation based on analytical critique of a painting in the room.</li><li>Create presentations that will dramatize a painting into a television news report known as WMSTV to include an opening statement, location, and an interview with a witness.</li></ul>		
<b>Instructional Materials/Resources:</b> Prints by artists displayed in the room.	<b>Suggested Vocabulary:</b> dramatize  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Students will choose a painting from around the room.</li><li>Use a rubric and terms/skills learned in class to create an analytical critique</li><li>Use examples from WMSTV clips to add presentation and drama elements and create a news report about the chosen painting<ul style="list-style-type: none"><li>-Include; opening, location, witness interview, design elements and technique</li></ul></li><li>Present news report through WMSTV</li></ul>		
<b>Extension Strategies/Activities:</b> WMSTV presentation and use Ask after presentation what design elements were used	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills.		



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- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Critique Rubric

<b>Theme/Unit:</b> Balsa Foam Carvings		<b>Suggested Sequence:</b> 6 Sessions
<b>NJSLS:</b> 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals 1.3.8.D.4 - Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do underlying structures unconsciously guide the creation of art works?</li> <li>• Does are have boundaries?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Underlying structures in art can be found via analysis and inference.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be introduced to the concept of subtractive carving and negative space. Examples of these are provided for visual understanding. A sketch will show that they are ready to proceed with the carving activity. Stylus pens will be used to carve the Balsa foam block into a sculpture. Work will be painted with tempera paint and also have a painted or construction paper background that shows symmetry and balance.		
<b>Instructional Materials/Resources:</b> Balsa form, stylus pens, tempera paints, newspapers. Examples of bas-relief sculptures from difference cultures.	<b>Suggested Vocabulary:</b> Symmetry, balance, negative space, positive space, bas-relief sculpture  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students	

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Grade 6 Content Area: Visual Arts

	will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> Carving, painting, designing, collage	
<b>Extension Strategies/Activities:</b>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> Critique Rubric	

<b>Theme/Unit:</b> Cultural/ Serengeti	<b>Suggested Sequence:</b> 5 Sessions
<b>NJSLS:</b> 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals 1.4.5.A.2 - . Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view	
<b>Big Ideas:</b> In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Culture affects self-expression, whether we realize it or not.</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Does art define culture or does culture define art?</li></ul>

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Grade 6 Content Area: Visual Arts

**Knowledge, Skills, and Instructional Objectives:**

Students will be able to:

- Create a landscape based on research of the animals, vegetation, and cultural aspects of the Serengeti plains in Africa.

**Instructional Materials/Resources:**

Construction paper  
Pictures of the Serengeti

**Suggested Vocabulary:**

Serengeti  
Plains  
vegetation

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

<http://www.serengeti.org/animals.html>  
<http://www.fotosearch.com/photos-images/umbrella-acacia-tree.html>  
<http://pbskids.org/africa/piano/piano.html>  
[http://www.artsology.com/african\\_mask\\_memory.php](http://www.artsology.com/african_mask_memory.php)

**Recommended Instructional Activities:**

- Students will start by viewing pictures of animals and plants in the African Serengeti
- Students will discuss the elements of landscape in the Serengeti
- Students will use knowledge of the Serengeti to create an accurate landscape
- Students are to include various plants and animals found within

**Extension Strategies/Activities:**

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Culture Rubric

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Grade 7 Content Area: Visual Arts

<b>Unit:</b> <b>Acrylic Painting</b>		<b>Suggested Sequence:</b> <b>8 -10 sessions</b>
<b>NJSLS:</b> 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals 1.3.8.D.4 - Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 1.1.8.D.2 - Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> How does creating and performing in the arts differ from viewing the arts?	<b>Enduring Understandings:</b> Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.	
<b>Knowledge, Skills, and Instructional Objectives:</b> Student will be able to create an acrylic landscape painting that will demonstrate the concepts of distance and color mixing techniques.		
<b>Instructional Materials/Resources:</b> References of landscapes painting supplies	<b>Suggested Vocabulary:</b> Horizon line Foreground background	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.  Paintings will be scanned onto computer and a digital image for a notecard will be created by the student using Publisher.	
<b>Recommended Instructional Activities:</b> 1. Students will start by viewing pictures of various landscapes 2. Students will discuss composition of a landscape. 3. Students will review the concepts of distance within paintings 4. Students will experiment with color mixing by creating secondary and tertiary colors, color values, and understanding hues and complementary colors		

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**Extension Strategies/Activities:**

Work will be developed into blank note cards and sold to parents to benefit a charity. Cards will be donated to the local senior citizens at our holiday dinner.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Acrylic Painting Rubric

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Grade 7 Content Area: Visual Arts

<b>Unit:</b> <b>Clay Handbuilding</b>		<b>Suggested Sequence:</b> <b>8 sessions</b>
<b>NJSLS:</b> 1.3.8.D.1 - Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals 1.3.8.D.6 - Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. 1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> Does art define culture or does culture define art?	<b>Enduring Understandings:</b> Culture affects self-expression, whether we realize it or not.	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to create a clay bus with passengers and cargo in the style of the Latin American <i>Tap Taps</i> using handbuilding techniques.		
<b>Instructional Materials/Resources:</b> Examples of Tap Taps from Haiti Book: <i>Tap Tap</i>	<b>Suggested Vocabulary:</b> Clay hand building terminology	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Review examples of Tap Taps and review the book “Tap Taps.” Discuss examples.</li><li>• Create 5 clay images for the rooftop that pertain to the student.</li><li>• Roll out the slab of the bus; add clay images to the roof and other clay embellishments.</li><li>• Clay must be dried and fired. Glaze coat is next and a final firing.</li><li>• Glazed clay is embellished with Jazz Glass paint for final details.</li></ul>		

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<p><b>Extension Strategies/Activities:</b> Various images of Tap Taps from around the world</p>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> Clay Rubric</p>	

<p><b>Unit:</b> Critique</p>		<p><b>Suggested Sequence:</b> 8 mins. Daily</p>
<p><b>NJSLS:</b> 1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>		
<p><b>Big Ideas:</b> Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</p>		
<p><b>Essential Questions:</b> When is art criticism vital and when is it beside the point?</p>	<p><b>Enduring Understandings:</b> The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</p>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b> Student will be able to:</p> <ul style="list-style-type: none"> <li>• create an oral presentation based on analytical critique of a painting in the room.</li> <li>• create presentations that will dramatize a painting into a television news report known as WMSTV to include an opening statement, location, and an interview with a witness.</li> </ul>		
<p><b>Instructional Materials/Resources:</b> Prints by artists displayed in the room.</p>	<p><b>Suggested Vocabulary:</b> dramatize</p> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an</p>	

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	understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Students will choose a painting from around the room.</li><li>• Use a rubric and terms/skills learned in class to create an analytical critique</li><li>• Use examples from WMSTV clips to add presentation and drama elements and create a news report about the chosen painting</li><li>• Include; opening, location, witness interview, design elements and technique</li><li>• Present news report through WMSTV</li></ul>	
<b>Extension Strategies/Activities:</b> WMSTV presentation and use	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> Critique Rubric	

<b>Unit:</b> Drawing	<b>Suggested Sequence:</b> 8 sessions
<b>NJSLS:</b> 1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.5 - Examine the characteristics, thematic content, and symbolism found in works of art from diverse	



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cultural and historical eras, and use these visual statements as inspiration for original artworks.	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b> How do underlying structures unconsciously guide the creation of art works?	<b>Enduring Understandings:</b> Underlying structures in art can be found via analysis and inference.
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to create a drawing of a 3-D stuffed animal with shading from direct observation.	
<b>Instructional Materials/Resources:</b> Drawing paper Colored pencils Stuffed animals	<b>Suggested Vocabulary:</b> 3-D forms, smudge, pencil values, highlight, Core values, cast shadow  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Students will start by reviewing various 3-D shapes</li><li>• Students will discuss the unique aspects of each stuffed animal</li><li>• Students will review and experiment with shading techniques using drawing pencils</li><li>• Students will create their own 3-D design which will include the following<ul style="list-style-type: none"><li>• Basic shapes are combines to create the animals form</li><li>• 3-D form is defined by use of shading, using highlighted and shaded areas.</li><li>• Light, medium, and dark values.</li></ul></li></ul>	
<b>Extension Strategies/Activities:</b> Identify other works which include the same 3-D elements used in student designs.	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> 3-D design elements rubric	

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<b>Theme/Unit:</b> Clay Handbuilding		<b>Suggested Sequence:</b> 8 sessions
<b>NJSLS:</b> 1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 -Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. 1.3.8.D.6 -Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks. 1.4.8.A.1 -Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art 1.4.8.A.2 - Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.5 - Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Does art define culture or does culture define art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Culture affects self-expression, whether we realize it or not.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to create a tile mosaic from a clay slab using hand building techniques.		
<b>Instructional Materials/Resources:</b> Examples of previous student tiles Clay Glaze hand building supplies.	<b>Suggested Vocabulary:</b> Clay hand building terminology glaze <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Students will start by reviewing the slab clay method</li><li>Students will review examples of previous tiles</li><li>Students will create their tile using the slab method</li><li>The clay then must be dried and then fired.</li><li>The work will then be glazed with 4 coats of glaze and fired again.</li><li>After the final glaze firing, students will detail with glitter, paint pens, and gems to reflect their various design elements</li></ul>		

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<b>Extension Strategies/Activities:</b> Examples of tile are from references	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> Clay Rubric	

<b>Theme/Unit:</b> Critique	<b>Suggested Sequence:</b> 8 mins. Daily
<b>NJSLS:</b> 1.4.8.B.1 - Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. 1.4.8.B.2 - Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	
<b>Big Ideas:</b> Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>When is art criticism vital and when is it beside the point?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> Student will be able to: <ul style="list-style-type: none"><li>Create an oral presentation based on analytical critique of a painting in the room.</li><li>Create presentations that will dramatize a painting into a television news report known as WMSTV to include an opening statement, location, and an interview with a witness.</li></ul>	
<b>Instructional Materials/Resources:</b> Prints by artists displayed in the room.	<b>Suggested Vocabulary:</b> Dramatize, line, shape, color, form, value, space, balance, movement, rhythm, contrast, emphasis, pattern, unity
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design,

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	computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Students will choose a painting from around the room.</li><li>• Use a rubric and terms/skills learned in class to create an analytical critique</li><li>• Use examples from WMSTV clips to add presentation and drama elements and create a news report about the chosen painting<ul style="list-style-type: none"><li>- Include; opening, location, witness interview, design elements and technique</li></ul></li><li>• Present news report through WMSTV</li></ul>	
<b>Extension Strategies/Activities:</b> WMSTV presentation and use, discuss the work's content after presentation in terms of art principle and elements	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> Critique Rubric	

<b>Theme/Unit:</b> Design	<b>Suggested Sequence:</b> 8 sessions
<b>NJSLS:</b> 1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. 1.3.8.D.5 - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks. 1.3.8.D.6 - Synthesize the physical properties, processes, and techniques for visual communication in multiple art media (including digital media), and apply this knowledge to the creation of original artworks	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Underlying structures in art can be found via</li></ul>

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guide the creation of art works?	analysis and inference.
<p><b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to create and design a 3-D mask from Pariskraft and design it using art elements and principles of design.</p>	
<p><b>Instructional Materials/Resources:</b> Jazz glass paint Mask supplies for Pariskraft</p>	<p><b>Suggested Vocabulary:</b> Pattern                      color values Repetition                      balance Unity                              repetition Symmetrical asymmetrical</p> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will start by reviewing symmetrical/asymmetrical balance</li> <li>• Students will discuss the unique aspects of using Pariskraft</li> <li>• Students will review the concept of repetition of a motif</li> <li>• Students will create their own 3-D design which will include the following             <ul style="list-style-type: none"> <li>- Appropriate art elements and principles of design as identified on rubric</li> <li>- Repetition of a pattern, asymmetrical balance, advanced motifs</li> </ul> </li> </ul>	
<p><b>Extension Strategies/Activities:</b> Identify other works which include the repetition and balance. Identify masks of different cultures</p>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> 3-D design elements rubric</p>	

<p><b>Theme/Unit:</b> Drawing</p>	<p><b>Suggested Sequence:</b> 5-6 sessions</p>
<p><b>NJSLS:</b></p>	

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Grade 8 Content Area: Visual Arts

1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern).

1.3.8.D.5 - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.

### Big Ideas:

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:

- How do underlying structures unconsciously guide the creation of art works?

### Enduring Understandings:

- Underlying structures in art can be found via analysis and inference.

### Knowledge, Skills, and Instructional Objectives:

Students will be able to create a still life drawing of 3-D forms using color values and shading.

### Instructional Materials/Resources:

Drawing paper  
Colored pencils

### Suggested Vocabulary:

Composition  
Overlapping  
Shading  
Color values  
Tone

### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Recommended Instructional Activities:

- Students will start by reviewing various 3-D styles
- Students will choose a still life object to draw
- Students will discuss the unique aspects of their individual chosen object
- Students will review and experiment with shading techniques and color values
- Students will create their own 3-D design which will include the following
  - Appropriate shading from direct observation and color values

### Extension Strategies/Activities:

Identify other works which include the same 3-D elements used in student designs.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

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Grade 8 Content Area: Visual Arts

**Suggested Assessments:**  
3-D design elements rubric

<b>Theme/Unit:</b> Paper Mache' Animal Sculptures		<b>Suggested Sequence:</b> 6 sessions
<b>NJSLS:</b> 1.1.8.D.1- Describe the intellectual and emotional significance conveyed by the application of the elements of Art and principles of design in different historical eras and cultures. 1.3.8.D.1- Incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two- and three- dimensional artworks, using a broad array of art media and art mediums to enhance the expression of creative ideas (e.g., perspective, implied space, illusionary depth, value, and pattern). 1.3.8.D.2 - Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals. 1.3.8.D.4 - Delineate the thematic content of multicultural artworks, and plan, design, and execute multiple solutions to challenging visual arts problems, expressing similar thematic content. 1.3.8.D.5 - Examine the characteristics, thematic content, and symbolism found in works of art from diverse cultural and historical eras, and use these visual statements as inspiration for original artworks.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Does art have boundaries?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Underlying structures in art can be found via analysis and inference.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Students will create a design for a Paris Kraft mask that depicts asymmetrical balance and repetition using cultural inspirations for their motifs.</li><li>Students will create the mask using Paris Kraft using paints and decorative supplies and will have a background that depicts balance and repetition.</li></ul>		
<b>Instructional Materials/Resources:</b> Newspapers Masking tape Wallpaper paste Dowels tempera paint Beads Yarn Examples of paper	<b>Suggested Vocabulary:</b> Repetition Form Unity Motif Sculpture	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and

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Grade 8 Content Area: Visual Arts

	<p>Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p><a href="http://www.monkeybiz.co.za">www.monkeybiz.co.za</a> students are to research online for African patterns</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• View and discuss examples of paper mache</li><li>• Review paper mache techniques</li><li>• Design paper mache animals</li></ul>	
<p><b>Extension Strategies/Activities:</b> Design paper mache museum to display paper mache animals</p>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> Paper Mache' Animal Sculptures Rubric</p>	



# Performing Arts Curriculum

**Westampton Township School District**

Curriculum Guide

Grades K Content Area: Performing Arts

<b>Unit:</b> <b>Music of our Country – Patriotic</b>		<b>Suggested Sequence:</b> <b>September</b>
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great arts requires skills and discipline to turn notions into a quality product.</li><li>• Underlying structures in art can be found via analysis and inference.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify songs that we know and like.</li><li>• Identify songs that honor our country.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Piano</li><li>• CD Player</li><li>• CDs</li><li>• Select Patriotic songs:</li></ul>	<b>Suggested Vocabulary:</b> America, American, Patriotism, Flag <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Sing selected Patriotic songs: (My Country Tis of Thee, This Land is Your Land, Oh Beautiful; You're a grand Old Flag.)</li><li>• Sing selected songs that are fun and that they can identify. (When you're happy and you know it etc.)</li></ul>		
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Worksheets that teach basic concepts of patriotism</li><li>• Partner Activities.</li><li>• Teacher model</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.	

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### **Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### **Suggested Assessments:**

#### Performance Task

Students will sing selected songs that center around a patriotic theme.

Students assessed on their knowledge of the words.

#### Other Assessment Evidence

Students will draw a picture while listening to music that identifies patriotism.

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<b>Unit:</b> <b>Steady Beat</b>		<b>Suggested Sequence:</b> <b>October</b>
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating and performing in the arts differ from viewing the arts?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions: enlightenment, education and entertainment.</li><li>Though the artist's imagination and intuition drive the work, great arts requires skills and discipline to turn notions into a quality product.</li><li>Underlying structures in art can be found via analysis and inference.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>Identify a steady beat in music.</li><li>Identify a fast beat and slow beat.</li><li>Identify a silent beat.</li><li>Demonstrate the tempo of music (beat) through body movements.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Classroom percussion instruments</li><li>Selected Musical examples</li><li>Piano</li><li>CD player</li></ul>	<b>Suggested Vocabulary:</b> Movements, Pulse, Bea, Steady, Fast, Slow <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>Clap Beats – Steady, Fast, Slow, Silent.</li><li>March a steady beat.</li><li>Play beats on instruments: Fast, Slow, Steady, and Silent.</li></ul>		

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**Extension Strategies/Activities:**

- Further exploration of beat in music.
- Partner Activities.
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task

Students will perform a basic beat pattern by clapping and marching to the beat of a song that they are listening to.

Other Assessment Evidence

Students will demonstrate silent beats and audible beats with clapping and hand motions.

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Grades K Content Area: Performing Arts

<b>Unit: Singing</b>		<b>Suggested Sequence: November</b>	
<p><b>NJSLS:</b></p> <p>1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</p> <p>1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody</p> <p>1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</p> <p>1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo</p> <p>1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.</p>			
<p><b>Big Ideas:</b></p> <p>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>			
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> </ul>		<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education and entertainment.</li> <li>The artistic process can lead to unforeseen or unpredictable outcomes</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Identify High pitched sounds and low pitched sounds.</li> <li>Sing selected Songs containing the interval of a minor third.</li> </ul>			
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>Cd player</li> <li>CD's</li> <li>Piano</li> </ul>		<p><b>Suggested Vocabulary:</b></p> <p>Sing, High, Low</p> <p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>Teach the concept of musical Sound</li> <li>Teach High sounds (pitch) and low sounds (pitch)</li> <li>Teach and model songs through singing</li> <li>Teach songs that center around the theme of Thanksgiving.</li> </ul>			
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>Allow for repeated times to hear and sing songs with high and low pitches</li> </ul>		<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>	

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### **Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### **Suggested Assessments:**

#### Performance Task

Sing songs with reasonable tone quality.

Participation in small group activities that center around the concept of pitch – high pitch and low pitch

#### Other Assessment Evidence

Oral demonstration of High pitch and low pitch

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Grades K Content Area: Performing Arts

<b>Unit:</b> <b>Harmony</b>		<b>Suggested Sequence:</b> <b>December</b>	
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.3.2.B.6 -Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. 1.3.2.B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li><li>• Underlying structures in art can be found via analysis and inference.</li><li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify the sound of happy music and sad/serious music.</li><li>• Identify the sound of music written in a major scale and music written in a minor scale</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD Player</li><li>• CDs</li><li>• Pictures – visual aids</li><li>• Selected songs that center around happy themes and sad/serious theme</li></ul>		<b>Suggested Vocabulary:</b> Happy, Sad, Angry, Serious <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the	



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	environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Teacher demonstrates a happy sound on piano – Major chords and scales.</li><li>• Teacher demonstrates a sad sound on piano – minor chords and scales.</li><li>• Play recording of Beethoven to demonstrate serious, sad music. (Moonlight Sonata, 3<sup>rd</sup> Symphony)</li><li>• Use visuals to show the concept of happy and sad. (Pictures of happy/sad people)</li><li>• Have students draw a picture that reflects the mood of the music that they are listening to.</li><li>• Sing selected holiday songs that center around Christmas, Chanukah and Kwanzaa. Identify which songs are happy and which are serious</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Partner activities: Students work in pairs to identify happy/sad sounds.</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Suggested Assessments:</b> <p><u>Performance Task</u> Sing songs that are written in a major key and songs written in a minor key. Teacher observation Participation</p>	

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<b>Unit: Phrase</b>		<b>Suggested Sequence: January</b>	
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li><li>• Underlying structures in art can be found via analysis and inference</li><li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify a phrase in music.</li><li>• Identify the end of one phrase and the beginning of another in music.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD Player</li><li>• CDs</li><li>• Pictures – visual aids</li><li>• Selected songs that have clear cut phrases in them.</li></ul>		<b>Suggested Vocabulary:</b> Phrase, Sentence, Beginning, End <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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**Recommended Instructional Activities:**

- Teacher demonstrates a musical phrase on piano – Draws and phrase comp chart on board.
- Play recording of music that clearly changes from one phrase to another (Twinkle, Twinkle Little star)
- Teacher teaches songs that have more than 1 phrase in them.
- Comparison of a phrase in music to a sentence in English.

**Extension Strategies/Activities:**

- Small group activities: Students are divided up into groups. As a song is being played, each group responds to a certain phrase by making a body gesture (Clapping, snapping etc.)

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task

Listening Ex: Students respond to music by drawing a shape for each phrase they hear.

Teacher observation

Participation

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Grades K Content Area: Performing Arts

<b>Unit:</b> <b>Rhythm &amp; Dance</b>		<b>Suggested Sequence:</b> <b>February</b>	
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.2.2.A.1 -Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.			
<b>Big Ideas</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great arts requires skills and discipline to turn notions into a quality product.</li><li>• Underlying structures in art can be found via analysis and inference.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify a steady beat in music.</li><li>• Identify a fast beat and slow beat.</li><li>• Identify a short sound and a long sound in music</li><li>• Demonstrate the tempo of music (beat) through body movements</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Piano</li><li>• CD player</li><li>• Classroom percussion instruments</li><li>• Selected Musical examples</li></ul>		<b>Suggested Vocabulary:</b> Long, Short, Pulse, Beat, Steady, Fast, Slow <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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**Recommended Instructional Activities:**

- Clap Rhythms – Long note – “Ta”, Short note “Ti Ti”.
- Sing selected songs with long and short notes in them.
- Play Simple rhythm patters on instruments: Fast, Slow, Steady, Silent, long short

**Extension Strategies/Activities:**

- Allow extra time for those who need to explore the beat in music.
- Partner Activities.
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task

Students will perform a basic rhythm pattern by clapping and saying syllables that identify long and short rhythm sounds.

Other Assessment Evidence

Students will demonstrate silent beats and audible beats with clapping and hand motions

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<b>Unit:</b> <b>Singing</b>		<b>Suggested Sequence:</b> <b>March</b>	
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education and entertainment.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Identify High pitched sounds and low pitched sounds.</li><li>• Identify melodic direction. (Going up – Coming Down)</li><li>• Identify Simple Sol Fe syllables for the minor third interval.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Cd player</li><li>• CD's</li><li>• Piano</li></ul>		<b>Suggested Vocabulary:</b> Sing, High, Low, Up, Down <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Teach the concept of musical Sound</li><li>• Teach the difference between a speaking voice and a singing voice.</li><li>• Teach High sounds (pitch) and low sounds (pitch)</li><li>• Teach and model songs through singing</li></ul>			

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- Teach songs that move up and down in melodic direction. (Ebenezer Sneezer, Doe a Deer etc.)

**Extension Strategies/Activities:**

- Allow for repeated times to hear and sing songs with a melodic direction moving up and down.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task

Sing songs with reasonable tone quality.

Participation in small group activities that center around the concept of pitch – high pitch and low pitch.

Other Assessment Evidence

Oral demonstration of melodic direction in music

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<b>Unit:</b> Lyrical Content		<b>Suggested Sequence:</b> April	
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances. 1.4.2.B.3 - Recognize the making subject or theme in works of dance, music, theatre, and visual art.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li><li>• Underlying structures in art can be found via analysis and inference.</li><li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Identify the sound of happy music and sad/serious music.</li><li>• Identify the sound of music written in a major scale and music written in a minor scale.</li><li>• Identify a rhyme in music.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Piano</li><li>• CD Player</li><li>• CDs</li><li>• Pictures – visual aids</li><li>• Selected songs that center around rhymes in the lyrics.</li></ul>		<b>Suggested Vocabulary:</b> Rhyme <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world	



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as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Teacher demonstrates a rhyme (Words that sound alike.)
- Teacher demonstrates songs with rhymes in the lyrics.
- Use visuals to show the by word and picture names of objects that rhyme.
- Have students draw a picture that reflects the rhyme of the music that they are listening to.
- Sing selected songs that center around a rhyming phrase.

**Extension Strategies/Activities:**

- Partner songs: Students work in pairs singing songs and taking turns on the words that rhyme.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task  
Sing songs that are written in a rhyming format.  
Teacher observation  
Participation

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<b>Unit: Form</b>	<b>Suggested Sequence: May</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. 1.3.2.B.6 - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale 1.4.2.A.3 -.Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.	
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li><li>• Underlying structures in art can be found via analysis and inference.</li><li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Identify two parts or sections in music.</li><li>• Identify and distinguish one form from another in music.</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Piano</li><li>• CD Player</li><li>• CDs</li><li>• Pictures – visual aids</li><li>• Selected songs that have more than one part to them.</li></ul>	<b>Suggested Vocabulary:</b> Form, Phrase, Sentence, Beginning, End <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,

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and the environment.

**Recommended Instructional Activities:**

- Play recording of music that clearly moves from one form to another (Twinkle, Twinkle Little star)
- Teacher teaches songs that have more than 1 part to them.
- Using visual aids (shapes and objects), teach AB song form structure in music.

**Extension Strategies/Activities:**

- Small group activities: Students are divided up into groups. As a song is being played, each group responds to a certain phrase by making a body gesture (Clapping, snapping etc.)

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task

- Listening Ex: Students respond to music doing a body motion for each part of the song that they are listening to.
- Teacher observation
- Participation

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<b>Unit:</b> Songs of Summer		<b>Suggested Sequence:</b> June	
<b>NJSLS:</b> 1.1.2.B.4 -Categorize families of instruments and identify their associated musical properties. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique 1.3.2.B.4 -.Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• *Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.</li><li>• Underlying structures in art can be found via analysis and inference.</li><li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"><li>• Identify activities that people do in summer.</li><li>• Identify general characteristics of summer.</li><li>• Demonstrate a general knowledge of songs that are popular in the summer and that center around summer.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Piano</li><li>• CD Player/CDs</li><li>• Pictures – visual aids</li><li>• Selected songs that deal with summertime activities.</li></ul>		<b>Suggested Vocabulary:</b> Summer, Shore, Mountains, Swimming, Camping, Barbeque <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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**Recommended Instructional Activities:**

- Play music that centers on the themes of summer – Vacation, swimming, 4<sup>th</sup> of July etc.
- Teacher teaches songs that center around summer.
- Using visual aids (pictures of summer), that accompany the music being sung.

**Extension Strategies/Activities:**

- Small group activities: Students are divided up into groups. As a song is being played, each group responds to a certain phrase by making a body gesture (Clapping, snapping etc.)

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

- Performance Task
- Sing songs of summer.
- Teacher observation
- Participation

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<b>Unit:</b> <b>Rhythm &amp; Dance</b>		<b>Suggested Sequence:</b> <b>September</b>
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great arts requires skills and discipline to turn notions into a quality product.</li><li>• Underlying structures in art can be found via analysis and inference.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Interpret and create rhythmic patterns.</li><li>• Play basic quarter note rhythms on classroom percussion instruments</li><li>• Demonstrate rhythm through body movements</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Classroom percussion instruments</li><li>• Whiteboard from which to read rhythmic patterns</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• Rhythm</li><li>• Movements</li><li>• Pulse</li><li>• Beat</li><li>• Silent beat</li></ul>	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Write rhythms on board for students to see</li><li>• Clap rhythms</li><li>• March Rhythms</li><li>• Repeat patterns vocally</li><li>• Play rhythms on instrument</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic phrase</li><li>• Teacher model</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> <p>CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Suggested Assessments:</b> <p><u>Performance Task:</u> student will perform given and created rhythm patterns on instruments with 100% accuracy <u>Other Assessment Evidence:</u> Rhythm worksheets.</p>	

<b>Unit:</b> <b>Singing</b>	<b>Suggested Sequence:</b> <b>October</b>
<b>NJSLS:</b> <p>1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores. 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.2.2.A.1 -Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</p>	
<b>Big Ideas:</b> <p>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education and entertainment.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Identify melody of <i>Star Spangled Banner</i></li><li>• Sing selected Songs about Bugs</li><li>• Describe different bugs, spiders ladybugs etc,</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD player</li><li>• CD's</li><li>• Books appropriate level that describe bugs: fiction and</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• Sing</li><li>• Banner</li><li>• Rampart</li></ul>

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<p>nonfiction</p> <ul style="list-style-type: none"><li>• piano</li></ul>	<ul style="list-style-type: none"><li>• Twilight</li><li>• Perilous</li><li>• Spider</li><li>• Ladybug</li><li>• insect</li></ul>
<p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Teach proper breathing techniques</li><li>• Teacher model songs through singing</li><li>• Discussion on bugs and where they can be found</li><li>• Read to students: <i>The Very Busy Spider</i> <i>Alphabet Bugs</i> <i>The Very Hungry Caterpillar</i></li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Allow for repeated times to hear and sing songs</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> Performance Task: Sing song with reasonable tone quality; Participation</p>	



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**Unit:**  
**Singing, Form, Rhythm & Dance**

**Suggested Sequence:**  
**November**

**NJSLS:**

- 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody
- 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo
- 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique

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- 1.3.2.B.4 -.Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
- 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

**Big Ideas:**

An understanding of the elements and principles of art is essential to the creative process and artistic production.

**Essential Questions:**

- How do underlying structures unconsciously

**Enduring Understandings:**

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a product quality.
- Underlying structures in art can be found via analysis and inference.
- The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.

**Knowledge, Skills, and Instructional Objectives:**

- Read/ Identify / Count quarter and eighth note symbols
- Recognize as basic written rhythmic notation
- Identify form as shape in music
- Describe Call /Response form (AKA Echo style)
- Identify ending of song tonality

**Instructional Materials/Resources:**

- CD player
- CD’s
- Books appropriate level that describe bugs: fiction and nonfiction
- piano

**Suggested Vocabulary:**

- Call / Response
- Food groups
- Form / Shape

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Teacher demonstrate singing and recording to illustrate form
- Use visuals to show analogy of form( describe shape of apple verses shape of banana)

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**Extension Strategies/Activities:**

- Review words of the songs repeated times
- Write song words on board
- Solo singing builds confidence and also serves a demonstration for other students

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Sing with reasonable tonal quality; Teacher observation; Participation

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<b>Unit:</b> <b>Cultural Connection, Singing</b>		<b>Suggested Sequence:</b> <b>December</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.3.2.B.5 -Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.		
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve the culture		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Does art define culture or does culture define art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Culture affects self-expression, whether we realize it or not.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Sing and Identify songs that identify December and the holidays of the month</li><li>• Sing and identify High notes and Low notes</li><li>• Recognize pitch difference / Repeated notes</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Piano</li><li>• CD's</li><li>• CD player</li><li>• Visuals on symbols that coordinate with the holidays</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• Christmas</li><li>• Hanukkah</li><li>• Kwanzaa</li><li>• Holiday</li><li>• culture</li></ul>	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Sing / Identify songs with reasonable tonal quality</li><li>• Describe holiday symbols and associate with the appropriate holiday</li><li>• Sing / identify High vs. Low pitch</li></ul>		

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<b>Extension Strategies/Activities</b> <ul style="list-style-type: none"><li>• Large and small group singing</li><li>• Solo singing</li><li>• Teacher role model singing</li><li>• Opportunities for repetition</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> <u>Performance Task:</u> Teacher observation; Participation; Sing with reasonable tonal quality; Describe different holidays orally	

<b>Unit:</b> <b>Form, Movement-Dance, Pitch</b>	<b>Suggested Sequence:</b> <b>January</b>
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores . 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. 1.3.2.B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues. 1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.	
<b>Big Ideas</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously guide the creation of art works?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Underlying structures in art can be found via analysis and inference.</li><li>• The critical process of observing, describing, analyzing, interpreting and evaluating leads to informed judgments regarding the relative merits of artworks.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Identify 2 parts to song-Form AB</li><li>• Sing song in above cited form</li><li>• Describe verbally form</li><li>• Aurally distinguish form</li><li>• Listen to directions given by teacher for partner/circle games.</li><li>• Recognize importance of group success</li><li>• Participation</li><li>• Identify Solfege notes SOL-MI visually</li><li>• Sing different pitches from given written example of basic 2-line music notation</li></ul>	

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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• CD player</li><li>• CD's</li><li>• Written music notation examples</li></ul>	<p><b>Suggested Vocabulary</b></p> <ul style="list-style-type: none"><li>• SOL-MI</li><li>• pitch</li></ul> <p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Teacher introduction on AB form</li><li>• Teacher role model and sing</li><li>• Students sing with teacher</li><li>• Sing Sol-Mi</li><li>• Teacher describe circle dance and demonstrate</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Opportunities for repetition by students</li><li>• Use students for role model and demonstrate</li><li>• Written directions on the board</li><li>• Small /large group activities</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b></p> <p>Performance Task: Teacher observation; Body movements and motions; Sing with reasonable tone quality</p>	

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<b>Unit:</b> Listening, Pitch, Cultural Connection		<b>Suggested Sequence:</b> February
<p><b>NJSLS:</b></p> <p>1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</p> <p>1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody</p> <p>1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</p> <p>1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.</p> <p>1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning .</p>		
<p><b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• When is art criticism vital and when is it beside the point?</li> <li>• Does art define culture or does culture define art?</li> </ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• The critical process of observing, describing, analyzing, interpreting, and evaluating leads to informed judgments regarding the relative merits of artworks.</li> <li>• Culture affects self-expression, whether we realize it or not.</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform pitch differences on classroom instruments from written example (SOL MI )</li> <li>• Teacher will demonstrate performance as role model</li> <li>• Identify steady beat / fast / slow beat from example</li> <li>• Describe music through adulation process</li> <li>• Songs of Slaves /stories related to music----<i>Follow the Drinking Gourd; Abiyayo</i>; foundation of Jazz</li> <li>• Drums of Africa; songs and aural example</li> </ul>		
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• CD's</li> <li>• CD player</li> <li>• Books</li> <li>• Visuals</li> <li>• Bells</li> <li>• Written examples</li> </ul>	<p><b>Suggested Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Slave songs</li> <li>• African drums</li> <li>• SOL MI</li> <li>• Steady beat</li> <li>• Pitch</li> </ul>	
<p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,</p>		

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and the environment.

**Recommended Instructional Activities:**

- Play 2 line notation on bells using Sol-Mi 4 measure phrase
- Sing songs African history Follow the *Drinking Gourd*; *Abiyoyo*
- Play rhythm on drums --- World Drumming Book example

**Extension Strategies/Activities:**

- Large group instruction
- Small group performance
- Solo performance
- Opportunities for repetition of song and drumming

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Teacher observation; Performance of 4 measure phrase w/bells using written example; Performance on drums; Description of music and steady beat; Oral response



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<b>Unit: Form, Singing</b>	<b>Suggested Sequence: March</b>
<p><b>NJSLS:</b></p> <ul style="list-style-type: none"><li>1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores .</li><li>1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.</li><li>1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties.</li><li>1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by past and present cultures.</li><li>1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</li><li>1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</li><li>1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.</li><li>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.</li></ul>	
<p><b>Big Ideas:</b> Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• The point of studying the arts is to foster meaning making, deeper emotional response and more inventive decision making.</li><li>• Experts can and do disagree about the value, power and source of art</li></ul>

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**Knowledge, Skills, and Instructional Objectives:**

- Singing –Teacher demonstrate as model
- Play phrases on bells continue 2 pitch singing Solfege
- Animal songs

**Instructional Materials/Resources:**

- CD's
- CD player
- Visual pictures of animals

**Suggested Vocabulary:**

- Movement
- Slow
- Fast
- describe

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

Sing songs:

- *Deep in the jungle*
- *Carnival of Animals*
- *Pink Panther*
- *Cats*
- *Lion King*
- *Never smile at a crocodile*

**Extension Strategies/Activities:**

- Small and large group activities
- Allow opportunities for repetition
- Solo singing

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Sing songs in form; Describe songs as related to animal (ex. large and slow= elephant; Hi pitch =bird); Display and verbally distinguish movement of song as coordinated with animal; Participation

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<b>Unit:</b> <b>Instruments, Movement &amp; Dance</b>	<b>Suggested Sequence:</b> <b>April</b>
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores . 1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments 1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art. 1.4.2.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.	
<b>Essential Questions:</b>	<b>Enduring Understandings:</b>

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- How does creating and performing in the arts differ from viewing the arts?

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

**Knowledge, Skills, and Instructional Objectives:**

- Teach movements of dance in specialized patterns
- Describe free movement and demonstrate as role model to keep steady beat
- Play drums (bongo, gathering, hand and conga) in steady beat with given song example
- Dance in large and small group play
- History of drums

**Instructional Materials/Resources:**

- CD's
- CD player
- Drums
- Lesson book/examples

**Suggested Vocabulary:**

- Bongo
- Conga
- Drum
- Gathering
- Large group
- Patterns
- Steady beat

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Teach dance patterns as role model
- Ask for student volunteers
- Sing and demonstrate dance patterns
- Repetition of steps
- Describe instruments

**Extension Strategies/Activities:**

- Opportunities for repetition of dance steps
- Small group instruction

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Perform dance with 90% accuracy; Participation; Describe drums after oral questions;  
Describe history of drums after oral questions

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<b>Unit:</b> <b>Rhythm, Solfege, Sing and Play</b>		<b>Suggested Sequence:</b> <b>May</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody 1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments 1.3.2.B.6 - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performances.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously guide the creation of art works?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> <li>Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives</b> <ul style="list-style-type: none"> <li>Knowledge of sol-mi</li> <li>Basis 2 line reading notation</li> <li>Knowledge of stick use</li> <li>Learn synchronized movements</li> <li>Sing and play on bells student red written notation</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>CD' s</li> <li>CD player</li> <li>Rhythm sticks</li> </ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"> <li>synchronized</li> </ul> <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities</b> <ul style="list-style-type: none"> <li>Teach synchronized patterns in short rhythmic phrases</li> <li>Coordinate with recordings</li> <li>Repetition of movements</li> </ul>		

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- Read written rhythmic notation and play on bell

**Extension Strategies/Activities:**

- Allow opportunities for repetition and small group instruction
- Cooperative learning-have students help each other
- Teacher demonstrate whenever necessary

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Perform synchronized pattern with music with 90% accuracy; Participation; Oral response to teacher questions

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<b>Unit:</b> Instruments, Singing, Pitch		<b>Suggested Sequence:</b> June
<b>NJSLS:</b> 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning. 1.4.2.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays		
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Does art define culture or does culture define art?</li><li>• What is old and what is new in any work of art?</li></ul>	<b>Enduring Understandings</b> <ul style="list-style-type: none"><li>• Culture affects self-expression, whether we realize it or not.</li><li>• Every artist has a style; every artistic period has a style.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Percussion Family: student will be able to describe characteristics</li><li>• Songs learn examples of Americana</li><li>• Knowledge of basis 2 line solfege notation</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Percussion instruments</li><li>• CD's</li><li>• CD player</li><li>• Bells</li><li>• Written examples</li><li>• Piano</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• Percussion family</li><li>• characteristics</li></ul>	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	



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**Recommended Instructional Activities:**

- Teach - songs and words to:
  - *My Country 'Tis of Thee*
  - *This Land is Your Land*
  - *You're A grand Old Flag*
  - *America the Beautiful*
- Teach percussion- that which is struck or shaker
- Show examples- demonstrate how to play and describe different shapes and sounds
- Students play instruments
- Play original created 4 measure phrase on bells using sol and mi

**Extension Strategies/Activities:**

- Allow opportunities for repetition
- Practice in small groups
- Teacher demonstrate again when needed

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Perform 4 measure phrase with 100% accuracy; Sing songs with correct words and pitch; Describe and distinguish percussion instruments and characteristics

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Grade 2 Content Area: Performing Arts

<b>Unit:</b> <b>Rhythm, Solfege, Singing, Movement, Dance and Instruments</b>		<b>Suggested Sequence:</b> <b>September</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests. 1.1.2.B.4 - Categorize families of instruments and identify their associated musical properties 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.4.2.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Rhythm~ combine quarter note/eighth note patters</li><li>• Solfege~ Interpret melodies based sol-mi pitch patterns</li><li>• Singing~ Sing seasonal songs</li><li>• Movement~ Complete basic dance steps to rhythm patterns</li><li>• Instruments~ Use classroom percussions to complete basic melodies</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CDs</li><li>• Whiteboard</li><li>• Sticks</li><li>• Bells</li><li>• songs</li></ul>	<b>Suggested Vocabulary:</b> Quarter note/eight note Sol-mi pitch Rhythm Percussion <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,	

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Grade 2 Content Area: Performing Arts

and the environment.

**Recommended Instructional Activities:**

- Introduce rhythm pattern made of a combination of quarter notes and eighth notes
- Practice identifying pattern using a variety of musical examples
- Clap/stomp/dance out pattern made of a combination of quarter notes and eighth notes
- Identify written rhythms and pitch combinations using musical examples
- Use coral response to teacher/student sing written rhythms and pitch combinations
- Distinguish classroom percussion instruments by sound, using percussion examples
- Create and perform specific dance steps to select rhythm patters using teacher modeling

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Student participation; Body motion; Singing with reasonable tone quality; completed 4 measures of a given phrase; Verbal response; Singing with accurate pitch; Dancing with accurate steps to music

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<b>Unit:</b> <b>Soflege, Instruments, and Dance</b>		<b>Suggested Sequence:</b> <b>October</b>
<b>NJSLS:</b> 1.1.2.B.1- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores . 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. 1.4.2.A.4 - Distinguish patterns in nature found in works of dance, music, theatre, and visual art. 1.4.2.B.2 - Apply the principles of positive critique in giving and receiving responses to performance		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Solfege~ Introduction to “La”</li><li>• Instruments~ Combine singing and playing bells</li><li>• Dance~ Combining song and dance</li><li>• Movement~ Basic dance steps to rhythm patterns</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD</li></ul>	<b>Suggested Vocabulary:</b> “La” Rhythm	

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<ul style="list-style-type: none"><li>• Written example on whiteboard</li><li>• Bells</li><li>• Pencils</li><li>• Papers</li><li>• Percussion Instruments</li><li>• CD Player</li><li>• Piano</li></ul>	<p>Movement</p> <p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities</b></p> <ul style="list-style-type: none"><li>• Introduce the “la” syllable in solfege</li><li>• Teacher sings the “la” syllable, followed by student repeat and response</li><li>• Sing together “la” syllable</li><li>• Introduce bells and melody patterns</li><li>• Practice melody patterns as whole group</li><li>• Perform on bells select melody patterns (4 measures) in unison with singing of Seasonal songs</li><li>• Introduce basic dance steps to rhythms</li><li>• Sing and perform in unison seasonal songs and basic dance steps</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps</li><li>• Teacher model</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b></p> <p><u>Performance Task:</u> Student participation; Body motion; Singing with reasonable tone quality on syllables Sol, Mi, La; Play 4 measures of music; Verbal response; Dancing with accurate steps</p>	

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Grade 2 Content Area: Performing Arts

<b>Unit:</b> <b>Solfege, Singing and Dance</b>		<b>Suggested Sequence:</b> <b>November</b>
<b>NJSLS:</b> 1.1.2.B.3 - Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests 1.2.2.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures. 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments. 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.3.2.B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Solfege~ Music composition</li><li>• Singing~ Folk songs</li><li>• Dance~ Dance composition</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD player</li><li>• Whiteboard</li><li>• Books</li><li>• Poems</li><li>• Drums</li><li>• Tambourines</li><li>• "Eggs"</li></ul>	<b>Suggested Vocabulary:</b> Folk Song Tambourine <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Create basic melody patterns using Sol-Mi-La pitches</li><li>• Identify a variety of folk songs using various musical compositions</li><li>• Sing a variety of identified folk songs</li><li>• Create a dance to accompany the folk songs using basic dance steps</li></ul>		

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Grade 2 Content Area: Performing Arts

- Perform a dance to folk songs using basic dance steps

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
 CRP4. Communicate clearly and effectively and with reason.  
 CRP7. Employ valid and reliable research strategies.  
 CRP11. Use technology to enhance productivity.  
 CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Student participation in body movements; Singing on pitch and with proper diction.

**Unit:**  
**Singing and Rhythm**

**Suggested Sequence:**  
**December**

**NJSLS:**

- 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.B.3 - Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays

**Big Ideas:**

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

**Essential Questions:**

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

**Enduring Understandings:**

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

**Knowledge, Skills, and Instructional Objectives:**

**Students will be able to identify and model:**

- Rhythm~ Rhythm patters on instruments
- Singing~ Seasonal/holiday songs

**Instructional Materials/Resources:**

- CD Player
- Whiteboards
- Paper
- Pencils
- Text Books

**Suggested Vocabulary:**

Gathering drums  
 December Holiday words

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

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8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Identify selected songs that identify with the December holidays and winter season
- Sing selected songs that identify with the December holidays and winter season
- Perform rhythm patterns on classroom instruments; gathering drums, tambourine & sticks, with accompanying CD player

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task : Student participation; Singing on pitch and with proper diction; Play 4 measures of music

**Unit:**  
Solfège, Dance, Movement and Rhythm

**Suggested Sequence:**  
January

**NJSLS:**

- 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures
- 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- 1.3.2.B.3 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.

**Big Ideas:**

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

**Essential Questions:**

- How does creating and performing in the arts differ from viewing the arts?

**Enduring Understandings:**

- The arts serve multiple functions: enlightenment, education, and entertainment.



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|---|---|
| <ul style="list-style-type: none"><li>To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul> | <ul style="list-style-type: none"><li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul> |
|---|---|

**Knowledge, Skills, and Instructional Objectives:**

*Students will be able to identify and model:*

- Solfege~ Introduce “do” and “re”
- Dance Movement and Rhythm~ Coordinate movement with rhythm using physical props

**Instructional Materials/Resources:**

- Whiteboard
- CD player

**Suggested Vocabulary:**

Rhythm  
“do”  
“re”

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Identify solfege pitches “do” and “re”
- Sing and practice solfege pitches “do” and “re”
- Introduce basic movements to selected rhythms using physical props
- Practice and perform basic movements to selected rhythms using physical props

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Student participation; Singing on pitch: Do, re; Participation in proper body movement

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<b>Unit:</b> <b>Solfege, Dance, and Form</b>		<b>Suggested Sequence:</b> <b>February</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.3.2.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.4.2.A.2 - Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will identify and model:</b> <ul style="list-style-type: none"><li>• Solfege~ Syllables: Do, Re, Mi, Sol, La</li><li>• Dance~ Movement to specific dance patterns (Funga-Alafia)</li><li>• Form~ Song in Rounds form</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Bells</li><li>• Recordings</li><li>• Whiteboard</li><li>• Books</li><li>• Paper</li><li>• "Eggs"</li><li>• Worksheet</li></ul>	<ul style="list-style-type: none"><li>Melody</li><li>Rhythm sticks</li><li>Song Sheet</li><li>Staff</li><li>Pencils</li><li>Piano</li><li>Original Songs</li></ul>	<b>Suggested Vocabulary:</b> Funga-Alafia Round <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Identify solfege pitches Do, Re, Mi, Sol, La</li><li>• Practice singing solfege pitches Do, Re, Mi, Sol, La</li><li>• Perform basic dance steps and hand motions to Funga-Alafia</li><li>• Identify songs in Rounds – Rounds form</li><li>• Practice and perform songs in rounds (2 part rounds of 8 measures)</li></ul>		

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**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Student participation; Performance of dance sequence with a song; Singing on pitch 2 part rounds for 8 measures; Participation in proper body movement

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<b>Unit:</b> <b>Singing, Listening, and Texture</b>		<b>Suggested Sequence:</b> <b>March</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique art that evoke emotion and that communicate cultural meaning. 1.3.2.B.6 - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale. 1.3.2.B.7 - Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously guide the creation of art works?</li><li>• Does art have boundaries?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Underlying structures in art can be found via analysis and inference.</li><li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Singing~ Songs that demonstrate texture in music</li><li>• Texture~ Introduction to texture in music – the layer and arrangement of sounds</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD</li><li>• Recordings</li><li>• Bells</li><li>• “Eggs”</li><li>• Worksheets</li><li>• Piano</li><li>• Song Sheet</li><li>• Whiteboard</li><li>• Rhythm Sticks</li></ul>	<b>Suggested Vocabulary:</b> Texture <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Identify songs that demonstrate different textures</li><li>• Identify various types of textures</li><li>• Sing songs that demonstrate different textures</li><li>• Identify a variety of musical elements that make up texture in music</li><li>• Sing songs that include a variety of textures within</li></ul>		

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**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Student participation; Identification of texture in music; Singing on pitch 2 part rounds for 8 measures

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<b>Unit:</b> Instruments, Form, and Singing		<b>Suggested Sequence:</b> April
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. 1.3.2.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo 1.3.2.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Instruments~ Classroom percussion instruments</li><li>• Form~ Rounds Form</li><li>• Singing~ Animal song unit</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD</li><li>• Recordings</li><li>• Drums</li><li>• Worksheets</li><li>• Song Sheet</li><li>• cymbals</li><li>• Whiteboard</li><li>• Rhythm Sticks</li></ul>	<b>Suggested Vocabulary:</b> Percussion Round <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world	

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as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Introduce various percussion instruments; including distinguishing elements and sounds
- Identify by sound and name a variety of classroom percussion instruments
- Identify various songs in rounds
- Sing various songs in rounds
- Identify songs from the Animal Unit
- Practice and sing songs from the Animal Unit

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Student participation; Participation in the identification of classroom instruments; Singing on pitch 2 part rounds for 8 measures

**Unit:**  
**Rhythm, Solfege, and Singing**

**Suggested Sequence:**  
**May**

**NJSLS:**

- 1.4.2.A.1 - Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.A.3 - Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

**Big Ideas:**

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

**Essential Questions:**

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

**Enduring Understandings:**

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

**Knowledge, Skills, and Instructional Objectives:**

**Students will be able to identify and model:**

- Rhythm~ quarter note/eighth note patterns
- Solfege~ Syllables: Do, Re, Mi, Sol, La
- Singing~ Planet and Stars songs

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<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Recording</li><li>• Cleaners</li><li>• Worksheets</li><li>• Books</li><li>• Rhythm Sticks</li><li>• Text(pg 34)</li></ul>	<b>Suggested Vocabulary:</b> Rhythm Planet names Star names <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities</b> <ul style="list-style-type: none"><li>• Introduce the planets of the solar system and stars</li><li>• Identify and sing songs about the planets of the solar system and stars</li><li>• Identify, clap, and chant rhythm patterns with quarter and eighth notes</li><li>• Identify and sing syllables: Do, Re, Mi, Sol, La</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic patterns</li><li>• Teacher model</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	
<b>Suggested Assessments:</b> <u>Performance Tasks:</u> Student participation; Singing on pitch selected songs; Clapping and counting eighth note rhythm patterns in Duple meter; Singing on pitch: Do, Re, Mi, Sol, La	

<b>Unit:</b> <b>Singing and Instruments</b>	<b>Suggested Sequence:</b> <b>June</b>
<b>NJSLS:</b> 1.1.2.B.2 - Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. 1.2.2.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks	



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based on the themes of family and community, from various historical periods and world cultures.  
1.3.2.B.4 -Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.  
1.3.2.B.5 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

**Big Ideas:**

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

**Essential Questions:**

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

**Enduring Understandings:**

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

**Knowledge, Skills, and Instructional Objectives:**

*Students will be able to identify and model:*

- Instruments~ String instruments
- Singing~ *Americana*

**Instructional Materials/Resources:**

- Grade 1 Text
- CD
- Instruments
- All Game Pieces
- Piano

**Suggested Vocabulary:**

Violin  
Viola  
Cello  
Bass

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Identify and discuss songs of America (patriotism)
- Practice and sing songs of America (patriotism)
- Introduce the string family
- Identify by sight and sound the string family: violin, viola, cello, and bass

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

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CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Student participation; Identification of the string family: violin, viola, cello, and bass; Singing on pitch selected songs

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<b>Unit:</b> <b>Rhythm, Singing, Instruments</b>		<b>Suggested Sequence:</b> <b>September</b>
<b>NJSLS:</b> 1.1.5.B.1 - Identify the <a href="#">elements of music</a> in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Rhythm~ 16<sup>th</sup> Notes in duple meter</li><li>• Singing~ Seasonal songs</li><li>• Instruments~ Classroom Instruments</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD</li><li>• Seating Charts</li><li>• Piano</li><li>• Textbook</li><li>• Xylophones</li><li>• Written Examples</li><li>• Written Music Score</li><li>• Mallets</li></ul>	<b>Suggested Vocabulary:</b> Xylophone 16 <sup>th</sup> note Duple meter	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Identify 16<sup>th</sup> Note rhythm patterns visually and orally</li><li>• Sing songs of Autumn with appropriate pitch</li><li>• Play 4 measures of classroom instruments, including xylophone, using proper playing technique as</li></ul>		

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modeled by teacher

### Extension Strategies/Activities:

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

Performance Tasks: Participation; Body Motions; Singing w/ reasonable tone quality; Verbal response; Play 4 measures of given melody

**Unit:**  
**Solfege, singing, Instruments**

**Suggested Sequence:**  
**October**

### NJSLS:

- 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

### Big Ideas:

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

### Enduring Understandings:

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

### Knowledge, Skills, and Instructional Objectives:

**Students will be able to identify and model:**

- Solfege~ Do, Re, Mi, Sol, La
- Singing~ Songs of the Native Americans
- Instruments~ Orff instruments: Bells, Xylophones, Drums

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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• Song sheets</li><li>• Piano</li><li>• Recordings</li><li>• Whiteboard</li><li>• CD player</li></ul>	<p><b>Suggested Vocabulary:</b> Bells Xylophones Drums</p> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Identify/Sing syllables Do, Re, Mi, Sol, La</li><li>• Identify/Sing selected songs of Native American origin</li><li>• Identify and play Orff instruments: Bells, Xylophones, Drums for 8 measures of a given melody</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic patterns</li><li>• Teacher model</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> <u>Performance Tasks:</u> Participation; Body Motions; Singing w/ reasonable tone quality all know solfege notes; Verbal response; Play 8 measures of given melody</p>	

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<b>Unit:</b> Solfège, Instruments, Form		<b>Suggested Sequence:</b> November
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"><li>• Solfège~ Do, Re, Mi, Sol, La</li><li>• Instruments~ Brass Family</li><li>• Form~ Rounds Form; 2 Part Songs</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD Player</li><li>• Drums</li><li>• Tambourines</li></ul>	<b>Suggested Vocabulary:</b> Tuba Trombone French Horn Trumpet	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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**Recommended Instructional Activities:**

- Identify/Sing syllables Do, Re, Mi, Sol, La
- Identify by sight and sound instruments of the Brass family: Trumpet, French Horn, trombone, tuba.
- Sing/Perform selected songs with 2 part song melody structure

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: participation; body movements; verbal response; sing 8 measures round 2X

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<b>Unit:</b> Rhythm		<b>Suggested Sequence:</b> December	
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 - Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How does creating and performing in the arts differ from viewing the arts?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"><li>Rhythm~16<sup>th</sup> Note rhythm patterns.</li><li>Singing~ Seasonal songs of the December holidays</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>Drums</li><li>Tambourines</li><li>Piano</li></ul>		<b>Suggested Vocabulary:</b> Tambourine	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world	



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as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Create a class rhythm pattern consisting of quarter, 8<sup>th</sup>, and 16<sup>th</sup> notes
- Practice creating rhythm pattern consisting of quarter, 8<sup>th</sup>, and 16<sup>th</sup> notes
- Associate rhythm patterns using rhythmic notation.
- Identify/sing songs of the December holidays.

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Body movements; Clapping and singing 16<sup>th</sup> notes; Singing correct melody and pitches

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<b>Unit:</b> Solfège, Theory		<b>Suggested Sequence:</b> January	
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).			
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously guide the creation of art works?</li><li>• Does art have boundaries?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Underlying structures in art can be found via analysis and inference.</li><li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"><li>• Solfège~ Do, Re, Mi, Sol, La</li><li>• Theory ~ Pentatonic scale</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Whiteboard</li><li>• CD Player</li><li>• Bells</li></ul>		<b>Suggested Vocabulary:</b> Pentatonic scale <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,	

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		and the environment.
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"> <li>Identify/Sing syllables Do, Re, Mi, Sol, La</li> <li>Introduce pentatonic scale (scale made up of whole tones)</li> <li>Identify/play on bells the pentatonic scale (scale made up of whole tones)</li> </ul>		
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>Allow extra time for those who need to repeat the rhythmic patterns</li> <li>Teacher model</li> </ul>		<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<p><b>Suggested Assessments:</b></p> <p><u>Performance Tasks:</u> Participation; Body movements; Clapping and singing pentatonic scale; Singing correct melody and pitches</p>		

<p><b>Unit:</b> Rhythm, Instruments, Dance</p>		<p><b>Suggested Sequence:</b> February</p>
<p><b>NJSLS:</b></p> <p>1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.</p> <p>1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.</p> <p>1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.</p> <p>1.4.5.A.1 – Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.</p> <p>1.4.5.A.2 – Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.</p>		
<p><b>Big Ideas:</b></p> <p>Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</p>		
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How does creating and performing in the arts differ from viewing the arts?</li> <li>To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li> </ul>		<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>The arts serve multiple functions: enlightenment, education, and entertainment.</li> <li>Though the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li> </ul>

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- The artistic process can lead to unforeseen or unpredictable outcomes.

**Knowledge, Skills, and Instructional Objectives:**

**Students will be able to identify and model:**

- Rhythm ~ Intro: Half notes and Whole notes.
- Instruments~ Play rhythm patterns on bells.
- Dance~ Line Dance; Folk Dance; Free Form Dance

**Instructional Materials/Resources:**

- Pencils
- Melody
- Staff paper
- Original songs
- Poems

**Suggested Vocabulary:**

Line Dance  
Folk Dance  
Free Form Dance  
Half note  
Whole note

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Introduce half note and whole note
- Identify/clap half note and whole note rhythms in duple meter
- Identify rhythm patterns from musical rhythm notation
- Apply rhythm patterns on bells
- Playing rhythm patterns consisting of Half, Whole, quarter, 8<sup>th</sup> and 16<sup>th</sup> notes on Bells
- Demonstrate/perform a simple line dance
- Demonstrate basic Folk Dance
- Learn how to improvise in free form dance

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Body movements; Dance steps; Clap and sing half and whole note 4 measure phrase; Play 4 measure phrase using half and whole notes

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<b>Unit:</b> <b>Jazz, Music Theater</b>		<b>Suggested Sequence:</b> <b>March</b>
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.2 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique. 1.4.5.A.2 – Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.A.3 – Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.		
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Does art define culture or does culture define art?</li><li>• What is old and what is new in any work of art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Culture affects self-expression, whether we realize it or not.</li><li>• Every artist has a style; every artistic period has a style.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Jazz~ Intro: origins of Jazz; New Orleans and Jazz.; Composers/performers of early Jazz; Scat singing.</li><li>• Music Theater~ Intro: Broadway.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Recordings</li><li>• CD player</li><li>• Rhythm sticks</li></ul>	<b>Suggested Vocabulary:</b> Jazz New Orleans Scat Singing Broadway	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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Grade 3 Content Area: Performing Arts

**Recommended Instructional Activities:**

- Identify and describe the origins of Early Jazz.
- Identify and describe the birth of New Orleans Jazz
- Identify early Jazz performers/composers and their various contributions to Jazz
- Define Music Theater in America (Broadway)
- Describe the impact of Broadway on music theatre

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Verbal response; Written response

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Grade 3 Content Area: Performing Arts

<b>Unit:</b> Rhythm, Melody		<b>Suggested Sequence:</b> April
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>How do underlying structures unconsciously guide the creation of art works?</li> <li>Does art have boundaries?</li> </ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Underlying structures in art can be found via analysis and inference.</li> <li>Breaking accepted norms often gives rise to new forms of artistic expression.</li> </ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"> <li>Rhythm~ Rhythm Patterns: duple meter.</li> <li>Melody</li> </ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"> <li>Recordings</li> <li>CD player</li> <li>Rhythm sticks</li> </ul>	<b>Suggested Vocabulary:</b> Duple meter Treble clef  <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	



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Grade 3 Content Area: Performing Arts

**Recommended Instructional Activities:**

- Teacher models rhythm patterns in duple meter using proper rhythm notation
- Create/write rhythm patterns in duple meter using proper rhythm notation
- Identify the notes on the lines and spaces of the treble clef
- Identify names of notes on Lines and spaces on the treble clef

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation ; Written response; Verbal response

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Grade 3 Content Area: Performing Arts

<b>Unit:</b> Recorder		<b>Suggested Sequence:</b> May	
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.2 - Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.4.5.A1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Recorder unit~ Parts of the recorder; Care and Assembly; Play Notes G,A,B</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Recorder</li><li>• Cleaning materials</li><li>• Books</li></ul>		<b>Suggested Vocabulary:</b> Recorder <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Identify parts of the recorder</li><li>• Learn how to assemble, clean and care for the recorder</li><li>• Identify/play G,A,B on the recorder</li></ul>			

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Grade 3 Content Area: Performing Arts

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Performance on recorder; Verbal response; Assembly and clean of recorder; Play 4 measures of written notation on recorder

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Grade 3 Content Area: Performing Arts

<b>Unit:</b> Recorder		<b>Suggested Sequence:</b> June	
<b>NJSLS:</b> 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs. 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.			
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Recorder unit~ play notes G,A,B,C,D; perform Simple songs</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Recorder</li><li>• Textbook</li></ul>		<b>Suggested Vocabulary:</b> Recorder, rhythmic patterns <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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Grade 3 Content Area: Performing Arts

**Recommended Instructional Activities:**

- Review recorder parts and care
- Identify/Play G,A,B,C,D on the recorder
- Play/perform simple songs applying music notation and proper playing technique
- Perform simple songs as an individual and in a small group

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Play in groups of 6 people; Play 8 measures of melody in written notation

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Grade 4 Content Area: Performing Arts

<b>Unit:</b> <b>Rhythm, Instrument Play</b>		<b>Suggested Sequence:</b> <b>September</b>
<b>NJSLS:</b>  1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.4.5.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Rhythm~ All known rhythms 8<sup>th</sup>, quarter, 16<sup>th</sup>, half, whole, quarter rest; Rhythmic dictation</li><li>• Instrument Play</li><li>• Classroom percussion instruments</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD</li><li>• Whitebook</li><li>• Piano</li><li>• Singing</li><li>• Instruments</li><li>• Quiz Sheets</li><li>• Pencils.</li><li>• "Rhythm bingo"</li></ul>	<b>Suggested Vocabulary:</b> 8 <sup>th</sup> note Quarter note 16 <sup>th</sup> note Half note Whole note Quarter rest	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the	

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Grade 4 Content Area: Performing Arts

	environment.
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Identify all known rhythms; including, quarter, 16<sup>th</sup>, half, whole, quarter rest</li><li>• Write correct rhythmic patterns from dictated example</li><li>• Correct and review as a class</li><li>• Play instruments in correct rhythm patterns from written example</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic patterns</li><li>• Teacher model</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<b>Suggested Assessments:</b> <p><u>Performance Tasks:</u> Participation; Written test on rhythmic dication-5 measures of 4/4 meter; Oral response</p>	

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Grade 4 Content Area: Performing Arts

<b>Unit:</b> <b>Texture, Sing, Culture Study</b>		<b>Suggested Sequence:</b> <b>October</b>
<b>NJSLS:</b> 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.2.5.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.4.5.B.1 - Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.		
<b>Big Ideas:</b> An understanding of the elements and principles of art is essential to the creative process and artistic production.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do underlying structures unconsciously guide the creation of art works?</li><li>• Does art have boundaries?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Underlying structures in art can be found via analysis and inference.</li><li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Texture~ Building new sounds; Rhythmic ostinato</li><li>• Sing~ Round singing</li><li>• Culture Study~ Caribbean Culture; Work songs</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Paper</li></ul>	<b>Suggested Vocabulary:</b> Rhythmic ostinato Round	



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Grade 4 Content Area: Performing Arts

<ul style="list-style-type: none"><li>• Pencil</li><li>• Instruments</li><li>• Written examples</li><li>• Instruments</li><li>• CD player</li></ul>	<p>Caribbean</p> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Identify rhythmic example of texture visually and orally</li><li>• Define texture in music</li><li>• Define ostinato</li><li>• Create 6 part rhythmic ostinato as a class</li><li>• Practice and Sing 2 &amp; 3part rounds</li><li>• Introduce Caribbean island and work songs</li><li>• Sing and recall Caribbean island and work songs</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic patterns</li><li>• Teacher model</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> <u>Performance Tasks:</u> participation; Verbal responses; Singing 8 measure round 2X; Singing songs with correct words and correct pitches</p>	

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Grade 4 Content Area: Performing Arts

**Unit:**  
**Texture, Dance, Culture Study, Sing, Listening**

**Suggested Sequence:**  
**November**

**NJSLS:**

- 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
- 1.2.5.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.5.A.2 - Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures
- 1.3.5.B.1 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs
- 1.3.5.B.4 - Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

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- 1.4.5.B.5 - Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
- 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

### Big Ideas:

The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.

### Essential Questions:

- Does art define culture or does culture define art?
- What is old and what is new in any work of art?

### Enduring Understandings:

- Culture affects self-expression, whether we realize it or not.
- Every artist has a style; every artistic period has a style.

### Knowledge, Skills, and Instructional Objectives:

#### *Students will be able to identify and model:*

- Texture~ Definitions; Syncopation
- Dance~ Limbo and Line Dance
- Culture Study~ African Influence; Australian Culture
- Sing~ 2 & 3 part singing; Partner songs
- Listening~ Calypso

### Instructional Materials/Resources:

- CD Player
- Pencil
- Instruments
- Recordings
- Instruments
- CD examples

### Suggested Vocabulary:

Texture  
Syncopation  
Limbo  
Line Dance  
Calypso

### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Recommended Instructional Activities:

- Define vocabulary
- Introduce dance steps for specific music patterns
- Dance specific steps to music patterns
- Identify cultural influences in music
- Sing partner song in 3 parts
- Identify culture differences from given songs (African and Australian)

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Grade 4 Content Area: Performing Arts

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Body Motions; Singing w/ reasonable tone quality; Sing one vocal part as 2 others are being sung, Verbal responses

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Grade 4 Content Area: Performing Arts

<b>Unit:</b> <b>Holiday and Seasonal Songs, Sing</b>		<b>Suggested Sequence:</b> <b>December</b>
<b>NJSLS:</b> 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.4.5.B.1 - Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.A.2 - Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.		
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Does art define culture or does culture define art?</li><li>• What is old and what is new in any work of art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Culture affects self-expression, whether we realize it or not.</li><li>• Every artist has a style; every artistic period has a style.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Holidays in December and their similarities.</li><li>• Sing correct words and pitches to songs</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD Player</li><li>• Textbooks</li><li>• Holiday CD's</li></ul>	<b>Suggested Vocabulary:</b> December Holiday words <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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**Recommended Instructional Activities:**

- Recall and discuss December Holidays
- Identify and Recite their similarities
- Sing correct pitches and words to various Holiday songs

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Sing w/ appropriate tone quality

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<b>Unit:</b> Instrumental Play, Solfege, Rhythm		<b>Suggested Sequence:</b> January
<b>NJSLS:</b> 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.3.5.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <i>Students will be able to identify and model:</i> <ul style="list-style-type: none"><li>• Bell Playing using notes Do Re Mi La Sol.</li><li>• Introduction of a new note in the Hi Do Vocabulary - Scale</li><li>• Rhythm patterns using all know rhythms and props</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Written Tests</li><li>• Puzzle</li><li>• "Play and Move Game"</li></ul>	<b>Suggested Vocabulary:</b> Hi Do Vocabulary scale <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Play given musical phase on bells and xylophones</li><li>• Identify 7 solfege pitches visually and orally</li><li>• Define Scale</li><li>• Demonstrate and perform steady beat with props</li></ul>		

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**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Verbal response; Play 8 measures of given melody on bells; Demonstrate and maintain steady beat for 16 measures using props



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<b>Unit:</b> <b>Jazz</b>		<b>Suggested Sequence:</b> <b>February</b>	
<b>NJSLS:</b> 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 - Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. 1.2.5.A.3 - Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter 1.3.5.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.			
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Singing of verbal scat using known melody</li><li>• African influence to folk music and Gospel</li><li>• Drums related to African influence</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Recording</li><li>• Rhythm sticks</li><li>• Bells</li><li>• Music Sheets</li></ul>		<b>Suggested Vocabulary:</b> Scat Folk Music Gospel	
		<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,	

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and the environment.

**Recommended Instructional Activities:**

- Review scat melody
- Create original scat text using known melody
- Recall and identify Folk music and Gospel in Jazz idiom
- Play drum ostinato with recording/played music for 16 measures
- Maintain steady beat with recording

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Tasks: Participation; Verbal Response; Singing w/ reasonable tone quality 16 measure scat melody; Play drum ostinato for 16 measures.

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<b>Unit:</b> Instrument Families, Music Notation, Dance		<b>Suggested Sequence:</b> March
<b>NJSLS:</b> 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. 1.3.5.B.2 - Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.3.5.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner. 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). 1.4.5.B.3 - Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.		
<b>Big Ideas:</b> The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Woodwinds-flute, clarinet, saxophone, oboe, bassoon.</li><li>• Written staff, measure, treble clef, lines &amp; spaces, time signature.</li><li>• Folk Dances</li></ul>		

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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• Song Sheets</li><li>• Bells</li><li>• Worksheet #4</li></ul>	<p><b>Suggested Vocabulary:</b></p> <p>Woodwinds Flute Clarinet Saxophone Oboe Bassoon Folk dance</p> <p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Introduce each of the Woodwinds-flute, clarinet, saxophone, oboe, bassoon</li><li>• Practice identifying each woodwind by sound</li><li>• Practice writing staff, measure, treble clef, lines &amp; spaces, time signature</li><li>• Introduce Folk Dances</li><li>• Practice performing Folk Dances to woodwind instruments</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps</li><li>• Teacher model</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b></p> <p><u>Performance Tasks:</u> Participation; Body Motions; Written response of notation ;Verbal response</p>	

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Grade 4 Content Area: Performing Arts

<b>Unit:</b> <b>Recorder</b>		<b>Suggested Sequence:</b> <b>April</b>
<b>NJSLS:</b> 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures 1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter. 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs 1.3.5.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.		
<b>Big Ideas:</b> Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Student will be able to identify and model:</b> <ul style="list-style-type: none"><li>• Identify recorder and parts</li><li>• Play the instrument</li><li>• Identify fingerings and written on staff</li><li>• Cleaning procedures</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Recorder</li><li>• Textbook</li></ul>	<b>Suggested Vocabulary:</b> Recorder, rhythmic patterns <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Recall parts on the recorder</li><li>• Play the recorder by reading written notation.</li><li>• Perform melody using correct fingerings</li></ul>		

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- Clean recorder after use

### Extension Strategies/Activities:

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

Performance Tasks: Participation; Play 8 measures of given melody with correct notes and rhythm.

**Unit:**  
**Recorder**

**Suggested Sequence:**  
**May-June**

### NJSLS:

- 1.1.5.B.1 - Identify the elements of music in response to aural prompts and printed music notational systems.
- 1.1.5.B.2 - Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures
- 1.2.5.A.2 - Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.3.5.B.1 - Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- 1.3.5.B.3 - Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs
- 1.3.5.B.4 - Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
- 1.4.5.A.3 - Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.5.A.1 - Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.B.4 - Define technical proficiency, using the elements of the arts and principles of design.

### Big Ideas:

Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.

### Essential Questions:

- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?

### Enduring Understandings:

- The arts serve multiple functions: enlightenment, education, and entertainment.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.

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**Knowledge, Skills, and Instructional Objectives:**

***Student will be able to identify and model:***

- Identify recorder and part
- Play the instrument
- Identify fingerings and written on staff
- Cleaning procedures

**Instructional Materials/Resources:**

- Recorder
- Textbook

**Suggested Vocabulary:**

Recorder, staff

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Identify recorder and part
- Play the instrument
- Identify fingerings and written on staff
- Cleaning procedures
- Perform in large group
- Perform in small group
- Perform in duets or solos

**Extension Strategies/Activities:**

- Allow extra time for those who need to repeat the rhythmic patterns and/or dance steps
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

**Performance Tasks:**

Participation; Play 8 measures of given melody with correct notes and rhythm.

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Grade 5 Content Area: Performing Arts

<b>Unit:</b> What is a Musical? The Music Man(A Broadway Show with Dance)		<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.5.A.1 – Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works. 1.1.5.A.2 – Analyze the use of improvisation that fulfills the intent of and develops choreography in both its forms and Structure. 1.1.5.A.3 – Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation. 1.1.5.A.4 – Differentiate contrasting and complimentary shapes, hared weight centers, body parts, body patterning, balance, and range of motion n compositions and performances. 1.1.5.C.1 – Evaluate the characteristics of a well-made play in a variety of scripts and performances. 1.1.5.C.2 – Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. 1.1.5.C.3 – Analyze the use of technical theatrical elements to identify how time, place, mood and theme are created. 1.1.5.C.4 – Explain the function of sensory recall and apply it to character development. 1.2.5.A.1 – Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts</li><li>• The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• When is art criticism vital and when is it beside the point?</li><li>• Does art define culture or does culture define art?</li><li>• How do we judge the quality of musical work(s) and performance(s)?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• The critical process of observing, describing, analyzing, interpreting and evaluation leads to informed judgments regarding the relative merits of artworks</li><li>• Culture affects self-expression, whether we realize it or not</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Define and explain vocabulary terms related to the Broadway genre.</li><li>• Examine the issues faced by the characters in the story</li><li>• Make comparisons between two contrasting pieces from the musical using the emotional connect used through the medium of music.</li><li>• Demonstrate how music connects to and is influenced by specific interests, experiences, purposes, or contexts</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• DVD of The Music Man (1962)</li><li>• Prometheam/Smart Board</li><li>• Silver Burdett Making Music Textbook</li><li>• Audio examples</li><li>• Youtube: The Music Man (2003)</li></ul>	<b>Suggested Vocabulary:</b> Musical, play, stage and sets, costumes, props, orchestra, pit, cast and chorus.	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking –	



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Grade 5 Content Area: Performing Arts

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Students will first discuss the aspects that make up an American musical
- Students will learn brief history on the American musical
- Students will be given brief introduction and overview of The Music Man to “set the stage”
- Students will watch The Music Man in segments that will precede classroom discussion and activities throughout the viewing of the film
- Students will be able to write alternative endings as they see fit to add their personal touch to the musical allowing for creativity and originality
- Students may also reenact parts of the musical in class
- Students will write personal review critiquing the musical addressing many aspects of musical critique

**Extension Strategies/Activities:**

- Art can be recreated to reflect culture, culture affects performance art
- Teacher model

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

- Explain, orally, or in writing, their personal critique of a musical
- Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the historical happenings of the time it was written
- Individually or collaboratively apply an interpretation of the composer’s or playwright’s intent

Other Assessment Evidence:

- Observation of Skills
- Oral class discussions and group critiques
- Effort and use of time

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Grade 5 Content Area: Performing Arts

<b>Theme/Unit:</b> Foundations of Music		<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.5.B.1 – Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 – Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts</li><li>• Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li><li>• An understanding of the elements and principles of art is essential to the creative process and artistic production.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• What's the difference between a thoughtful and thoughtless artistic judgment?</li><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li><li>• How do underlying structures unconsciously guide the creation of art works?</li><li>• Does art have boundaries?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.</li><li>• The point of studying the arts is to foster meaning making, deeper emotional response, and more inventive decision making.</li><li>• Experts can and do disagree about the value, power and source of art.</li><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Through the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li><li>• The artistic process can lead to unforeseen or unpredictable outcomes.</li><li>• Underlying structure in art can be found via analysis and inference</li><li>• Breaking accepted norms often gives rise to new forms of artistic expression.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students need to know: <ul style="list-style-type: none"><li>• The structure and the elements of music</li><li>• Understanding of how expressive qualities (such as dynamics, tempo, articulations, phrasing) and their interpretive decisions convey the music's intent</li><li>• Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)</li><li>• Identify terms and concepts that establish the foundations of music theory</li><li>• Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Promethean/Smart Board</li><li>• Silver Burdett Making Music Textbook</li><li>• Audio examples</li></ul>	<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• Elements of music: rhythm, pitch/melody, harmony, dynamics, timbre, texture, form</li><li>• Tone color/Timbre: characteristic sound produced by an instrument or voice</li><li>• Form: same, repeated, and/or contrasting sections, unity/variety</li></ul>	

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Grade 5 Content Area: Performing Arts

	<ul style="list-style-type: none"><li>• Style: genre, authenticity, performer's interpretation</li></ul> <p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Whole group, small group, one-on-one, independent</li><li>• Research projects</li><li>• Listening journals</li><li>• Classroom discussions</li><li>• Movement activities/performance</li></ul>	
<p><b>Extension Strategies/Activities:</b></p>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> Performance Task:</p> <ul style="list-style-type: none"><li>• Explain, orally, or in writing, their selection of music based on interest, knowledge, ability, and context-exit slip</li><li>• Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the music</li><li>• Individually or collaboratively apply an interpretation of the composer's intent</li></ul> <p>Other Assessment Evidence: Observation of Skills Oral class discussions and group critiques Effort and use of time</p> <p>Aural &amp; notational skills</p>	

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Grade 5 Content Area: Performing Arts

- Ability to write music using standard notation whether from a dictation standpoint or for an original composition

<b>Theme/Unit:</b> World Music		<b>Suggested Sequence:</b> Week 1-8	
<b>NJSLS:</b> 1.1.5.B.1 – Identify the elements of music in response to aural prompts and printed music notational systems. 1.1.5.B.2 – Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. 1.2.5.A.1 – Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. 1.2.5.A.3 – Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.			
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Generate musical ideas for various purposes and contexts</li><li>• Analyze the structure and context of varied musical works and their implications for performance</li></ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does understanding the structure and context of musical works inform performance?</li><li>• How do context and the manner in which musical work is presented influence audience response?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance</li><li>• The context in how a work is presented influence the audience response</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> Students need to know: <ul style="list-style-type: none"><li>• The structure and the elements of music</li><li>• Understanding of how expressive qualities (such as dynamics, tempo, articulations, phrasing) and their interpretive decisions convey the music's intent</li><li>• Characteristics of music from various cultures, styles, genres, and composers</li></ul> Students will be able to: <ul style="list-style-type: none"><li>• Demonstrate understanding of the structure and the elements of music</li><li>• Demonstrate and explain understanding of how expressive qualities (such as dynamics, tempo, articulations, phrasing) and their interpretive decisions convey the music's intent</li><li>• Apply teacher-provided and student-developed criteria and feedback, to evaluate the accuracy, expressiveness, and effectiveness of a performance</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Prometheam/Smart Board</li></ul>		<b>Suggested Vocabulary:</b> <ul style="list-style-type: none"><li>• Elements of music: rhythm, pitch/melody,</li></ul>	

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- Silver Burdett Making Music Textbook
- Various examples of world music cultures
- Audio examples

- harmony, dynamics, timbre, texture, form
- Tone color/Timbre: characteristic sound produced by an instrument or voice
  - Form: same, repeated, and/or contrasting sections, unity/variety
  - Style: genre, authenticity, performer's interpretation

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Whole group, small group, one-on-one, independent
- Research projects
- Listening journals
- Classroom discussions
- Movement activities/performance

**Extension Strategies/Activities:**

- Extension of projects; further research to enhance knowledge
- Student leadership: helping other students who are having difficulty.
- Instrument matching game on computer.

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

- Explain, orally, or in writing, their selection of music based on interest, knowledge, ability, and context-exit slip
- Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the music

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- Individually or collaboratively apply an interpretation of the composer's intent

Other Assessment Evidence:

Observation of Skills

Oral class discussions and group critiques

Effort and use of time

**Theme/Unit:**

Instruments of the Orchestra

**Suggested Sequence:**

Weeks 1-8

**NJSLS:**

1.1.5.B.1 – Identify the elements of music in response to aural prompts and printed music notational systems.

1.1.5.B.2 – Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.2.5.A.1 – Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

1.3.5.B.4 – Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

1.4.5.B.1 – Assess the application of the elements of art and principles of design in dance, music, theatre, visual artworks using observable, objective criteria.

1.4.5.B.3 – Use discipline- specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

**Big Ideas:**

- Understand the concept of an orchestra and the instruments used to create the group
- Understanding of musical instrument families and the characteristics of why each are in a designated family
- Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts.
- Analyze the use of instruments in specified music pieces and the creator's intent of the piece overall.
- Generate thoughts of why designated instruments are used to portray a picture or emotion in the listener's mind.

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<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does understanding the structure and context of music inform a response?</li><li>• How do we judge the quality of musical work(s) and performance(s)?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Response to music is informed by analyzing context (Social, cultural, and historical) and how creators and performers manipulate the elements of music</li><li>• The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Instrumentation of the orchestra (instrument families)</li><li>• Examples of orchestral music</li><li>• Facts about the Philadelphia Orchestra</li><li>• Taking the basics of how instruments are created within each family and being able to invent your own.</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Instrumentation of the orchestra (instrument families)</li><li>• Examples of orchestral music</li><li>• Parts of the Orchestra references</li><li>• CD player</li><li>• orchestra music</li><li>• Instrument Invention Project</li></ul>	<b>Suggested Vocabulary:</b> <p>Woodwinds, brass, strings, percussion, vibration, pitch, conductor, orchestra, and various instruments of the orchestra.</p> <b>Technology:</b> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
<b>Recommended Instructional Activities:</b> <ul style="list-style-type: none"><li>• Identify orchestral instruments by family</li><li>• Identify the jobs of conductor</li><li>• Listen to and analyze various recordings of orchestral instruments/families</li><li>• Identify aurally one instrument family from another.</li><li>• Create a book about the instruments of the orchestra.</li><li>• Create your own instrument based on the concept of vibration and how that is created within each instrument family</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Extension of projects; further research to enhance knowledge</li><li>• Student leadership: helping other students who are having difficulty.</li><li>• Instrument matching game on computer.</li></ul>	<b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.
<b>Cross-curricular Connections/Standards:</b> <p>CRP2. Apply appropriate academic and technical skills.</p>	

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CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task: Teacher observation; Student participation; Visual/aural identification of instruments; Orchestra review.



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<b>Unit:</b> What is a Musical? On the Town (A Broadway Show with Dance)		<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.C.3 – Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character . 1.2.8.A.3 – Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts</li><li>• The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• What’s the difference between a thoughtful and a thoughtless artistic judgment?</li><li>• Does art define culture or does culture define art?</li><li>• What is old and what is new in any work of art?</li><li>• How important is “new” art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.</li><li>• The point of studying the arts is to foster meaning making, deeper emotional response, and more inventive decision making.</li><li>• Experts can and do disagree about the value, power and source of art.</li><li>• Culture affects self-expression, whether we realize it or not.</li><li>• Every artist has a style; every artistic period has a style.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>• Define and explain vocabulary terms related to the Broadway genre.</li><li>• Examine the issues faced by the characters in the story</li><li>• Demonstrate how music connects to and is influenced by specific interests, experiences, purposes, or contexts</li><li>• Critical information about the composer of the musical, Leonard Bernstein and his other contributions to the music world.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• DVD of On the Town(1949)</li><li>• Promethean/Smart Board</li><li>• Silver Burdett Making Music Textbook</li><li>• Audio examples</li><li>• Other audio examples of works by Bernstein</li></ul>	<b>Suggested Vocabulary:</b> Musical, play, stage and sets, costumes, props, orchestra, pit, cast and chorus.	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.	

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8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Students will first discuss the aspects that make up an American musical
- Students will learn brief history on the American musical
- Students will be given brief introduction and overview of On The Town to “set the stage”
- Students will watch On The Town in segments that will precede classroom discussion and activities throughout the viewing of the film
- Students will be able to write alternative endings as they see fit to add their personal touch to the musical allowing for creativity and originality
- Students may also reenact parts of the musical in class
- Students will write personal review critiquing the musical addressing many aspects of musical critique

**Extension Strategies/Activities:**

- Art can be recreated to reflect culture, culture affects performance art
- Teacher model
- Student instruction

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.  
CRP4. Communicate clearly and effectively and with reason.  
CRP7. Employ valid and reliable research strategies.  
CRP11. Use technology to enhance productivity.  
CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

- Explain, orally, or in writing, their personal critique of a musical
- Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the historical happenings of the time it was written
- Individually or collaboratively apply an interpretation of the composer’s or playwright’s intent

Other Assessment Evidence:

Observation of Skills  
Oral class discussions and group critiques  
Effort and use of time

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<b>Theme/Unit:</b> Foundations of Music		<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.3.8.B.1 – Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.2 – Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.3 – Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.4.B.4 – Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras. 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts</li><li>• Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li><li>• An understanding of the elements and principles of art is essential to the creative process and artistic production.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• What’s the difference between a thoughtful and thoughtless artistic judgment?</li><li>• How does creating and performing in the arts differ from viewing the arts?</li><li>• To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</li><li>• How do underlying structures unconsciously guide the creation of art works?</li><li>• Does art have boundaries?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.</li><li>• The point of studying the arts is to foster meaning making, deeper emotional response, and more inventive decision making.</li><li>• Experts can and do disagree about the value, power and source of art.</li><li>• The arts serve multiple functions: enlightenment, education, and entertainment.</li><li>• Through the artist’s imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.</li></ul>	

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- The artistic process can lead to unforeseen or unpredictable outcomes.
- Underlying structure in art can be found via analysis and inference
- Breaking accepted norms often gives rise to new forms of artistic expression

**Knowledge, Skills, and Instructional Objectives:**

Students need to know:

- The structure and the elements of music
- Understanding of how expressive qualities (such as dynamics, tempo, articulations, phrasing) and their interpretive decisions convey the music's intent
- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)
- Identify terms and concepts that establish the foundations of music theory
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music

**Instructional Materials/Resources:**

- Prometheam/Smart Board
- Silver Burdett Making Music Textbook
- Audio examples

**Suggested Vocabulary:**

- Elements of music: rhythm, pitch/melody, harmony, dynamics, timbre, texture, form
- Tone color/Timbre: characteristic sound produced by an instrument or voice
- Form: same, repeated, and/or contrasting sections, unity/variety
- Style: genre, authenticity, performer's interpretation

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Whole group, small group, one-on-one, independent
- Research projects
- Listening journals

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- Classroom discussions
- Movement activities/performance
- Music Dictation

### Extension Strategies/Activities:

- Multiple compositions if time allots.
- Student instruction

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

Performance Task:

- Explain, orally, or in writing, their selection of music based on interest, knowledge, ability, and context-exit slip
- Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the music
- Individually or collaboratively apply an interpretation of the composer's intent

Other Assessment Evidence:

Observation of Skills

Oral class discussions and group critiques

Effort and use of time

Aural & notational skills

- Ability to write music using standard notation whether from a dictation standpoint or for an original composition

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**Theme/Unit:**

History of American Music

**Suggested Sequence:**

Weeks 1-8

**NJSLS:**

- 1.1.8.A.1 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
- 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 1.1.8.C.1 – Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- 1.1.8.D.1 – Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.2.8.A.1 – Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.2 – Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 – Analyze the social, historical, political impact of artists on culture and the impact of culture on the arts.
- 1.3.8.B.1 – Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 – Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 – Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

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- 1.3.4.B.4 – Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
- 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art.
- 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

**Big Ideas:**

- Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.
- The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.
- Music has defined a piece of our nation’s history and daily events that take place within our culture.

**Essential Questions:**

- How does understanding the structure and context of music inform a response?
- How do musicians make creative decisions?
- How do underlying structures unconsciously guide the creation of art works? Does art define culture or does culture define art?

**Enduring Understandings:**

- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Response Musicians’ creative choices are influenced by their experience, context and expressive intent.

**Knowledge, Skills, and Instructional Objectives:**

- Students will be able to analyze and identify the components of a variety of American music and their purpose/presence in our culture.
- Students will be able to draw connections of similarities and differences between genres of American music.
- Students will be able to present information on a given musician that has contributed to our country’s music history.

**Instructional Materials/Resources:**

- Prometheam/Smart Board
- Silver Burdett Making Music Textbook
- Various examples of American music culture
- Audio examples

**Suggested Vocabulary:**

- Blues, jazz, swing, folk, ragtime, disco, rock and roll, country, hip-hop
- Improvisation, free-style, scat,

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society,

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Grade 6 Content Area: Performing Arts

and the environment.

**Recommended Instructional Activities:**

- Identify different genres of American music through various recordings
- Musician Locker project to be presented by group of students
- Timeline of American Music
- Blues composition project
- Prometheam/Smart Board
- Silver Burdett Making Music Textbook
- Various examples of world music cultures
- Audio examples

**Extension Strategies/Activities:**

- Multiple compositions if time allots.
- Student instruction
- Extension of projects; further research to enhance knowledge
- Music creator online: [eng.musicshake.com/create](http://eng.musicshake.com/create)

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

- Explain, orally, or in writing, their selection of music based on interest, knowledge, ability, and context-exit slip
- Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the music
- Individually or collaboratively apply an interpretation of the composer's intent

Other Assessment Evidence:

- Observation of Skills
- Oral class discussions and group critiques
- Effort and use of time



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Curriculum Guide

Grade 7 Content Area: Performing Arts

<b>Theme/Unit:</b> Program Music and it's relation to Film Music	<b>Suggested Sequence:</b> Week 1-8
<p><b>NJSLS:</b></p> <p>1.1.8.A.1 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, cannon, call and response, and narrative.</p> <p>1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p> <p>1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p> <p>1.1.8.C.1 – Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.</p> <p>1.1.8.D.1 – Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.</p> <p>1.2.8.A.1 – Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p> <p>1.2.8.A.2 – Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 – Analyze the social, historical, political impact of artists on culture and the impact of culture on the arts.</p> <p>1.3.8.B.3 – Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.</p> <p>1.3.4.B.4 – Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.</p> <p>1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art.</p> <p>1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture</li><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the art</li><li>• Through the critical process, students formulate judgments regarding artistic and aesthetic merits</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• How do musicians generate creative ideas?</li><li>• How do musicians make creative decisions?</li><li>• How does understanding the structure and context of musical works inform performance?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Aesthetics foster artistic appreciation, interpretation, imagination, significance, and value</li><li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</li><li>• Musicians' creative choices are influenced by their expertise, context, and expressive intent</li><li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance</li></ul>

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Grade 7 Content Area: Performing Arts

**Knowledge, Skills, and Instructional Objectives:**

- Develop personal interpretations that consider creators' intent
- Analyze the structure and context of varied musical works and their implications for performance
- Choose music appropriate for a specific purpose or context
- Support interpretations of musical works that reflect creators'/performers' intent
- Generate musical ideas for various purposes and contexts

**Instructional Materials/Resources:**

- Disney's "Fantasia"
- Youtube clip: Danse Macbre
- Youtube clip: Star Wars
- Audio examples
- [www.eng.musicshake.com/create/](http://www.eng.musicshake.com/create/)

**Suggested Vocabulary:**

Program music, Leitmotif, Hector Berlioz, Richard Strauss, John Williams, Hans Zimmer, opera, symphonic poem, absolute music, program notes

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Introduction of program music: compare and contrast program music and absolute music. Find examples of each. How does the experience for the listener change for these two types of music?
- Write your own program notes: Students will listen to an example of program music without the knowledge of knowing the basis for the creation. Students will imagine using the listening example the story the composer is intending to tell. Students will pair and share their responses before hearing the actual program notes
- Listen to: Danse Macbre, The Sorcerer's Apprentice, Pictures at an exhibition, The Mouldau, Symphonie Fantastique, the Carnival of Animals, Don Quixote, Pines of Rome
- How has the creation of program music affected music found in film? Discussion to follow including important film composers of the 20<sup>th</sup> and 21<sup>st</sup> century who based their writings off of the program music model set by the earlier romantic composers
- Introduction of the leitmotif in film scores. Listening examples to include Star Wars, Indiana Jones, and Harry Potter
- Choose your own leitmotif: Students will use their personal music libraries and choose a leitmotif that best suits their own personalities. Students will play their "theme" for the class and share why they chose that particular piece using their knowledge of what a leitmotif is.
- Film music in different film genres. How does the mood, timbre, or other musical attributes change for music found in a scary film, love story, action/adventure, etc? What do the composers do to their musical scores to support the action on screen?
- You choose the scene. Students are given video samples from various movies such as E.T., Hook, The Chronicles

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of Narnia, Alien, etc. with two different soundtracks. Students will decide which soundtrack best fits the scene and give a brief explanation using the music vocabulary that they are developing as to why their choice best fits that particular scene.

- Write your own movie: Students will be given a soundtrack including a few different pieces of music of contrasting themes and write a short movie based on the selections chosen. Students work must be reflective of the musical examples assigned

**Extension Strategies/Activities:**

- Compose your own leitmotif. What is the character you are trying to capture?
- Student instruction
- What are other prominent film composers in our society?

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:  
Teacher made tests  
Student presentations  
Student performances  
Classroom discussions

Other Assessment Evidence:  
Teacher observation, student participation.  
Listening journals

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<b>Unit:</b> What is a Musical? On the Town (A Broadway Show with Dance)		<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.C.3 – Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character . 1.2.8.A.3 – Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts</li><li>• The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• What’s the difference between a thoughtful and a thoughtless artistic judgment?</li><li>• Does art define culture or does culture define art?</li><li>• What is old and what is new in any work of art?</li><li>• How important is “new” art?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.</li><li>• The point of studying the arts is to foster meaning making, deeper emotional response, and more inventive decision making.</li><li>• Experts can and do disagree about the value, power and source of art.</li><li>• Culture affects self-expression, whether we realize it or not.</li><li>• Every artist has a style; every artistic period has a style.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <b>Students will be able to identify and model:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>• Define and explain vocabulary terms related to the Broadway genre.</li><li>• Examine the issues faced by the characters in the story</li><li>• Demonstrate how music connects to and is influenced by specific interests, experiences, purposes, or contexts</li></ul>		

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<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"><li>• DVD of On the Town(1949)</li><li>• Prometheam/Smart Board</li><li>• Silver Burdett Making Music Textbook</li><li>• Audio examples</li><li>• Other audio examples of works by Bernstein</li></ul>	<p><b>Suggested Vocabulary:</b> Musical, play, stage and sets, costumes, props, orchestra, pit, cast and chorus.</p>
<p><b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	
<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Students will first discuss the aspects that make up an American musical</li><li>• Students will learn brief history an the American musical</li><li>• Students will be given brief introduction and overview of On The Town to “set the stage”</li><li>• Students will watch On The Town in segments that will precede classroom discussion and activities throughout the viewing of the film</li><li>• Students will be able to write alternative endings as they see fit to add their personal touch to the musical allowing for creativity and originality</li><li>• Students may also reinact parts of the musical in class</li><li>• Students will write personal review critiquing the musical addressing many aspects of musical critique</li></ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Art can be recreated to reflect culture, culture affects performance art</li><li>• Teacher model</li><li>• Student instruction</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b> Performance Task:</p> <ul style="list-style-type: none"><li>• Explain, orally, or in writing, their personal critique of a musical</li><li>• Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the historical happenings of the time it was written</li><li>• Individually or collaboratively apply an interpretation of the composer’s or playwright’s intent</li></ul> <p>Other Assessment Evidence:</p>	

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Observation of Skills

Oral class discussions and group critiques

Effort and use of time

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Grade 8 Content Area: Performing Arts

<b>Theme/Unit:</b> Music in today's society	<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.8.A.1 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.C.1 – Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.1.8.D.1 – Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. 1.2.8.A.1 – Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 – Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 – Analyze the social, historical, political impact of artists on culture and the impact of culture on the arts. 1.3.8.B.1 – Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.2 – Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.3 – Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.4.B.4 – Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras. 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.</li><li>• All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history, and society.</li></ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do musicians generate creative ideas?</li><li>• How do we judge the quality of work(s) and performance(s)?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</li></ul>



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Grade 8 Content Area: Performing Arts

**Knowledge, Skills, and Instructional Objectives:**

- Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- Support evaluations of musical works and performances based on analysis, interpretation, and established criteria
- Demonstrate an understanding of technology based programs and notation software

**Instructional Materials/Resources:**

- Silver Burdett Making Music: Grade 8
- Internet resources
- Audio and video examples
- Interviews of professionals

**Suggested Vocabulary:**

MP3, victrola, Pro Tools, producer, autotune, electronic dance music

**Technology:**

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Discussion based on music's role in today's society
- Research presentation based on the careers that exist within the music industry of the 21<sup>st</sup> century
- The emergence of EMD music and how it has changed the concert goer's experience
- Technology advances in the music industry as well as in music education: How has it changed in the last 10 years? Are these changes good or bad?
- Music industry careers: What jobs exist? Students will conduct a research assignment to a particular job that is of interest and create a power point presentation to show their research.
- Interview people in different music industry jobs
- New Instruments: How have technology advances influenced the creation of musical instruments? What new instruments exist? Have any existing instruments been altered to be reflective of our time and culture?
- Music Education today: Using technology, how would you teach a general music class? An instrumental or choral performance based class? How can you use technology to incorporate music history into today's learners? Develop a music lesson using technology for the preschool classes.

**Extension Strategies/Activities:**

- Art is reflective of the culture in which it was conceived
- Art is recreated and repeated throughout different timelines. What other art forms is this

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

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**Cross-curricular Connections/Standards:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Formative

- Oral response – Class participation
- Printed response – Quizzes

Summative

- Unit Test

Other Assessment Evidence:

Small group Activities.

Longterm projects

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<b>Unit:</b> Broadway Music and Dance		<b>Suggested Sequence:</b> Week 1-8	
<b>NJSLS:</b> 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.C.3 – Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character . 1.2.8.A.3 – Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.			
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.</li><li>• The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture.</li></ul>			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Why should I care about the arts?</li><li>• What’s the difference between a thoughtful and a thoughtless artistic judgment?</li><li>• Does art define culture or does culture define art?</li><li>• How do musicians make creative decisions?</li></ul>		<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.</li><li>• Every artist has a style; every artistic period has a style.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Identify components of a musical.</li><li>• Identify/compare historical aspects of a Musical with other similar historical scenarios.</li><li>• Identify music themes within a musical and how they relate to the characters they represent.</li></ul>			
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• CD – West Side Story (audio only)</li><li>• DVD West Side Story (video and audio)</li><li>• Romeo and Juliet text</li></ul>		<b>Suggested Vocabulary:</b> Comedy, Tragedy, Setting, Plot, Main/Lead characters, Secondary/Supporting characters, Overture, Act, Scene, Finale <b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	

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### Recommended Instructional Activities:

- Students will be given brief introduction and overview of West Side Story to “set the stage”
- Students will watch West Side Story in segments that will precede classroom discussion and activities throughout the viewing of the film
- Students will be able to write alternative endings as they see fit to add their personal touch to the musical allowing for creativity and originality
- Students may also reenact parts of the musical in class
- Students will write personal review critiquing the musical addressing many aspects of musical theater
- Compare/Contrast musical themes of West Side Story and how they relate to characters and scenes.
- Discuss composer Leonard Bernstein.
- Discuss America – 1950s: Racial tensions. Compare w/ Romeo and Juliet.
- Discuss movie *West Side Story* – Compare it to a movie made today.

### Extension Strategies/Activities:

- Partner Activity: Put musical into a modern setting
- Theater and improvisation games

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

#### Formative

- Oral response – Class participation
- Printed response – Quizzes

#### Summative

- Unit Test

Other Assessment Evidence:

- Small group Activities.

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<b>Theme/Unit:</b> Foundations of Music	<b>Suggested Sequence:</b> Week 1-8
<b>NJSLS:</b> 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores. 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.3.8.B.1 – Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.2 – Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.3 – Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.4.B.4 – Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art. 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras. 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts</li><li>• Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.</li><li>• An understanding of the elements and principles of art is essential to the creative process and artistic production.</li></ul>	

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**Essential Questions:**

- Why should I care about the arts?
- What's the difference between a thoughtful and thoughtless artistic judgment?
- How does creating and performing in the arts differ from viewing the arts?
- To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?
- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?

**Enduring Understandings:**

- Aesthetics fosters artistic appreciation, interpretation, imagination, significance, and value.
- The point of studying the arts is to foster meaning making, deeper emotional response, and more inventive decision making.
- Experts can and do disagree about the value, power and source of art.
- The arts serve multiple functions: enlightenment, education, and entertainment.
- Through the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.
- Underlying structure in art can be found via analysis and inference
- Breaking accepted norms often gives rise to new forms of artistic expression

**Knowledge, Skills, and Instructional Objectives:**

Students need to know:

- The structure and the elements of music
- Understanding of how expressive qualities (such as dynamics, tempo, articulations, phrasing) and their interpretive decisions convey the music's intent
- Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical)
- Identify terms and concepts that establish the foundations of music theory
- Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music

**Instructional Materials/Resources:**

- Promethean/Smart Board
- Silver Burdett Making Music Textbook
- Audio examples

**Suggested Vocabulary:**

- Elements of music: rhythm, pitch/melody, harmony, dynamics, timbre, texture, form
- Tone color/Timbre: characteristic sound produced by an instrument or voice
- Form: same, repeated, and/or contrasting sections, unity/variety
- Style: genre, authenticity, performer's interpretation

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.  
8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of

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technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Whole group, small group, one-on-one, independent
- Research projects
- Listening journals
- Classroom discussions
- Movement activities/performance
- Music Dictation

**Extension Strategies/Activities:**

- Multiple compositions if time allows.
- Student instruction

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Performance Task:

- Explain, orally, or in writing, their selection of music based on interest, knowledge, ability, and context-exit slip
- Analyze and discuss the structure and context of work(s) and their implications for performance, citing examples of the music
- Individually or collaboratively apply an interpretation of the composer's intent

Other Assessment Evidence:

- Observation of Skills
- Oral class discussions and group critiques
- Effort and use of time

Aural & notational skills

- Ability to write music using standard notation whether from a dictation standpoint or for an original composition

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Curriculum Guide

Grade 8 Content Area: Performing Arts

**Unit:** Pop Rock 1950s-Now

**Suggested Sequence:**

Week 1-8

**NJSLS:**

- 1.1.8.A.1 - Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
- 1.1.8.B.1 – Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
- 1.1.8.B.2 – Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
- 1.1.8.C.1 – Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- 1.1.8.D.1 – Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
- 1.2.8.A.1 – Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 1.2.8.A.2 – Differentiate past and contemporary works of dance, music, theater, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- 1.2.8.A.3 – Analyze the social, historical, political impact of artists on culture and the impact of culture on the arts.
- 1.3.8.B.1 – Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- 1.3.8.B.2 – Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- 1.3.8.B.3 – Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
- 1.3.4.B.4 – Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.
- 1.4.8.A.1 – Generate observational; and emotional responses to diverse culturally and historically specific works of dance, music, theater and visual art.
- 1.4.8.A.3 – Distinguish among artistic styles, trends, and movements in dance, music, theater, and visual art within diverse cultures and historical eras.
- 1.4.8.A.4 - Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

**Big Ideas:**

- Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate, and extract meaning from the arts.
- Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork.

**Essential Questions:**

- How do underlying structures unconsciously guide the creation of art works?
- Does art have boundaries?
- Does art define culture or does culture define art?
- What is old and what is new in any work of art?

**Enduring Understandings:**

- Underlying structures in art can be found via analysis and inference.
- Breaking accepted norms often gives rise to new forms of artistic expression.
- Culture affects self-expression, whether we realize it or not.
- Every artist has a style; every artistic period has a style.



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Grade 8 Content Area: Performing Arts

### Knowledge, Skills, and Instructional Objectives:

- Explore how musical elements are utilized (analyze)
- Relate musical ideas and works with varied context to deepen understanding
- Synthesize and relate knowledge and personal experiences to make music
- Support interpretations of musical works that reflect creators'/performers' expressive intent
- Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (social, cultural, historical)
- Identify the context of music from a variety of genres, cultures, and historical periods
- Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose

### Instructional Materials/Resources:

- 8<sup>th</sup> Grade Text: Music Connection. (Silver Burdett)
- [www.rockhall.com](http://www.rockhall.com): digital classroom
- Youtube
- MusicAlive Subscription

### Suggested Vocabulary:

Classic Rock, Digital/analog Synthesizer, Punk, New Wave, Metal, Rap, Hip Hop

### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking –

Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Recommended Instructional Activities:

- Intro: Pop Music of the 1950s. Learn through discovery. Utilizing [www.rockhall.com](http://www.rockhall.com) students will discover and learn about the emergence of rock and roll in the 1950's and it's leading artists of the time. Art reflects culture; culture is reflected in the art. Students will answer the question, "How is this art reflective of the culture of the 1950s?"
- Discuss 70s R&B. African American 70s Pop (Funk). Artists: Earth, Wind and Fire,
- Listening Ex: Music of Earth, Wind and Fire (Earth wind and Fire CDs)
- Review elements and styles of Pop Music in the 1950s - 1970s.
- Discuss Hip Hop culture in America 1970s Bronx NYC – Gangs-Artists, Graffiti – Murals.
- Birth of Rap – Roots in Jamaican toasting.
- Early Rap: Sugar Hill Gang, Grandmaster Flash and the Furious Five. Students will write their own personal rap according to given guidelines. Rap must be reflective of culture and personality. A beat will be provided and rap over the "beat" must make rhythmic sense.
- Discuss Rap in development in 90s, emergence of rappers of all races, genders, ages
- Intro: 90s – Present Day Pop. Discuss: Post Modern, Alternative, Grunge, Techno.
- Create your own Rock and Roll Hall of Fame: distance learning with [www.rockhall.com](http://www.rockhall.com) . Students will choose their own inductee for a class "Rock and Roll Hall of Fame" to have students develop the ability to make aesthetic judgments to understand the aesthetic standards of others, and to learn to present a persuasive case about their choices
- Using musical examples from today, how are the historical "grandfathers of rock brought to life now? For example, Jay-Z and Kanye West have brought Otis Redding's "Tenderness" back to life but in new light as they loop the song's namesake over a fierce accompaniment and rappers over top. Students will discover more examples of how

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Grade 8 Content Area: Performing Arts

artists of today have borrowed ideas from artists of our past.

**Extension Strategies/Activities:**

- Art is reflective of the culture in which it was conceived. How is culture different now and how has this influenced the creation of art?
- Art is recreated and repeated throughout different timelines. What other art forms is this trend apparent?

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP7. Employ valid and reliable research strategies.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

Formative

- Oral response – Class participation
- Printed response – Quizzes

Summative

- Unit Test

Other Assessment Evidence:

- Small group Activities

# Dance

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Grade 6-8 Content Area: Dance

<b>Unit 1: Elements of Dance and Kinesthetic Movement</b>	<b>Suggested Sequence:</b> 13 weeks
<p><b>NJSLS:</b></p> <p>1.1.8.A.1 Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.</p> <p>1.1.8.A.2 Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.</p> <p>1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.</p> <p>1.2.8.A.2 Create a multimedia presentation comparing and contrasting 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.</p> <p>1.3.8.A.1 Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.</p> <p>1.3.8.A.3 Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint.</p> <p>1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and no utilitarian purposes.</p> <p>1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.</p> <p>1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• recognize choreographic structures, study various styles of movement, begin to create and demonstrate dance composition, and assess observable dance criteria through informal class performances.</li><li>• begin to maintain a digital or paper dance portfolio.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?</li><li>• In what ways do my muscles need to work to accomplish this movement?</li><li>• How does social dancing affect my aerobic condition? Physical strength?</li><li>• How are forms of dance influenced by time, place, and people?</li><li>• What controls the dance; the dancer or the music?</li><li>• How is dance an important element in a culture?</li><li>• What is the process for creating an original work?</li><li>• What makes an effective dance performer?</li><li>• What makes an effective dance performance?</li><li>• How does one critique a dance performance?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li><li>• Space, time, and energy are basic elements of dance.</li><li>• Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</li></ul>

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**Knowledge, Skills, and Instructional Objectives:**

- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.
- Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).
- Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.
- Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.
- Verbally differentiate the purposes between utilitarian and non utilitarian dance works.
- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., Bring in da Noise, Bring in da Funk versus 42nd Street).
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

**Instructional Materials/Resources:**

- [www.rockhall.com](http://www.rockhall.com): digital classroom
- Youtube
- MusicAlive Subscription

**Suggested Vocabulary:**

Classic Rock, Digital/analog Synthesizer, Punk, New Wave, Metal, Rap, Hip Hop

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Manipulate movement phrases with devices such as repetition, inversion, retrograde. • Explore structures such as Call and Response, Flocking.
- Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities.
- Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.
- Teach a complex locomotor and axial sequence. Have the students alter the sequence’s breath and metric rhythms, spatial directions, shaping of the body and energy qualities.
- Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.
- Execute movement sequences in a variety of dance forms with accuracy.
- Make spontaneous choices in a dance partnering with sensitivity to the partner.

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- Explain the technical demands of a style.
- Learn vocabulary related to descriptive and technical dance terms.
- Create a document to highlight dances studied.

**Extension Strategies/Activities:**

- • Alternate learning activities/units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Independent Study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills

**Career Ready Practices:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance "notes."
- Evaluate informal inclass performances and video evidence of student performances using observation, discussions, drawings, video, and simple student created rubrics

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Grade 6-8 Content Area: Dance

<b>Unit 2:</b> History of the Arts and Culture	<b>Suggested Sequence:</b> 13 weeks
<p><b>NJSLS:</b></p> <p>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies</p> <p>1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</p> <p>1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.</p> <p>1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.</p> <p>1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.</p> <p>1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.</p> <p>1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.</p>	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"><li>• study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, spatial patterning, contrasting dance style, and technological advancements and influences. Students will continue to maintain an ongoing paper or electronic dance portfolio.</li></ul>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"><li>• How do new social dances and variations on social dance steps arise?</li><li>• What impact has dance had on culture and society throughout history?</li><li>• What are the similarities and differences among dances of various cultures?</li><li>• What role does dance play in the culture of a specific country or region?</li><li>• What are dance styles and how are they categorized in genres?</li><li>• What are the technical demands of the various styles of dance?</li><li>• How is dance language used to describe specific aesthetic differences and similarities between styles and artists?</li><li>• How is music and style connected?</li><li>• How are forms of dance influenced by time, place and people? What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?</li></ul>	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"><li>• Technological advances have influenced the way we see dance on television and screen.</li><li>• Spatial patterning can influence cultural performances.</li><li>• Culture can have a social and political impact on dance.</li></ul>

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**Knowledge, Skills, and Instructional Objectives:**

- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows).
- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque versus Alwin Nikolais’s illusionary space).
- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-AfroCaribbean dance heritage, Erik Hawkinxamination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.
- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).
- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio -political impact of artists on cultures .

**Instructional Materials/Resources:**

- [www.rockhall.com](http://www.rockhall.com): digital classroom
- Youtube
- MusicAlive Subscription

**Suggested Vocabulary:**

Classic Rock, Digital/analog Synthesizer, Punk, New Wave, Metal, Rap, Hip Hop

**Technology:**

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Learn social dances from various periods.
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies
- Reflect upon the emotional response to a dance and use expressive language to report experiences.
- Choose from a “grab bag of countries,” and research the dances of the country chosen.
- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).
- Read about and view works of contemporary modern choreographers and identify influences from other dance genres.
- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.
- Research the connections between two dance styles.



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- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham’s Rainforest, Alvin Ailey’s To Bird With Love, José Limón’s The Moor’s Pavane).
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Make a “family tree” of a dance form, including major artists and dates of significant works.

### Extension Strategies/Activities:

- • Alternate learning activities/units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Independent Study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

### Cross-curricular Connections/Standards:

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills

### Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

### Suggested Assessments:

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”
- Evaluate informal inclass performances and video evidence of student performances using observation, discussions, drawings, video, and simple student created rubrics

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Grade 6-8 Content Area: Dance

<b>Unit 3: Choreography and Performance</b>		<b>Suggested Sequence:</b> 13 weeks
<b>NJSLS:</b> 1.1.8.A.3 Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics). 1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes. 1.3.8.A.3 Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity. 1.3.8.A.4 Use media arts and technology in the creation and performance of short, original choreographic compositions. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>interpret dance imagery and begin to apply symbolism, as well as traditional and non-traditional dance to their own original works. Students will complete an ongoing paper or electronic dance portfolio.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>How do our individual styles affect a group performance?</li><li>How can I recognize this dance to enhance its expressiveness?</li><li>How can I use music more effectively to support my theme?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Symbolism and imagery enhance the substances and quality of dance.</li><li>Traditional and non-traditional elements can generate new ideas and expressions in dance.</li><li>Objective observation of dance can aid dancers and choreographers in improving their work.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.</li><li>Differentiate the elements of style and design of a traditional and nontraditional dance work and apply conventional and non-conventional elements of style to express new ideas in selfgenerated choreography.</li><li>Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.</li></ul>		
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li><a href="http://www.rockhall.com">www.rockhall.com</a>: digital classroom</li><li>Youtube</li><li>MusicAlive Subscription</li></ul>	<b>Suggested Vocabulary:</b> Classic Rock, Digital/analog Synthesizer, Punk, New Wave, Metal, Rap, Hip Hop	
	<b>Technology:</b> 8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge. 8.2- Technology, Education, Engineering,	

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Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Recommended Instructional Activities:**

- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.
- Take video footage of only classmates’ feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance
- With peers, create a video of students dancing to weave into a performance.
- Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).
- Analyze a dance’s content and social/cultural context.
- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs

**Extension Strategies/Activities:**

- • Alternate learning activities/units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Independent Study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

**Cross-curricular Connections/Standards:**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills

**Career Ready Practices:**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

**Suggested Assessments:**

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and

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performance “notes.”

- Evaluate informal inclass performances and video evidence of student performances using observation, discussions, drawings, video, and simple student created rubrics

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# Theater

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Grade 6-8 Content Area: Theater

<b>Unit 1: Elements of Theatre</b>		<b>Suggested Sequence:</b> 13 weeks
<b>NJSLS:</b> 1.1.8.C.4 Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. 1.4.8.A.2 Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. 1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. 1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. 1.4.8.A.7 Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art. 1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Learning to improvise and interact with fellow performers are important skills for the student actor. This unit will demonstrate how simple concentration, a willingness to relax, and a better use of ones senses can make a more successful actor.</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How can I lose some of my fears and inhibitions about performing and avoid making a fool of myself in front of others?</li><li>• How can I develop my confidence in my ability to “think on myhis/her feet”</li><li>• Is getting to know, trust and support fellow classmates more fully really important?</li><li>• What does “sensory awareness” have to do with acting?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>• Getting to know people around oneself and improving self-awareness is a critical component of theatre.</li><li>• Drama is both work and fun.</li><li>• Live theatre is a form of communication</li><li>• Successful performers develop and hone skills of higher level thinking and divergent ideas.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>• Identify the members of a production team and explain how these roles are interdependent</li><li>• Understand how sound and lighting create mood in performance events.</li><li>• Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions</li><li>• Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.</li><li>• Differentiate between “traditional” and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.</li><li>• Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work.</li></ul>		
<b>Instructional Materials/Resources:</b>	<b>Suggested Vocabulary:</b>	

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<ul style="list-style-type: none"><li>• PowerPoint: Elements of Drama</li><li>• Video: Elements of Drama</li><li>• Elements of Drama Lesson Plan</li><li>• Glossary of Terms</li></ul>	<p><b>Technology:</b></p> <p>8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.</p> <p>8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>
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<p><b>Recommended Instructional Activities:</b></p> <ul style="list-style-type: none"><li>• Stage a short scene showcasing different areas of responsibility that are integral to a theatrical production (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.)</li><li>• Direct a short scene in collaboration that demonstrates a directorial vision and choices.</li><li>• Research various theatre personnel and their responsibilities and the skills and training that go into the position and how they work collaboratively to make a theatre production.</li><li>• Identify and discuss symbols and symbolism in a selected design.</li><li>• View and evaluate productions with regard to the design and production elements.</li></ul>
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<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• • Alternate learning activities/units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.</li><li>• Independent Study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
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<p><b>Cross-curricular Connections/Standards:</b></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Career Ready Practices</b></p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p><b>Suggested Assessments:</b></p>
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Grade 6-8 Content Area: Theater

- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.”
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

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Grade 6-8 Content Area: Theater

<b>Unit 2: History of the Arts and Culture</b>		<b>Suggested Sequence:</b> 13 weeks
<b>NJSLS:</b> 1.1.8.C.1 Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras. 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. 1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. 1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. 1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. 1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. 1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.		
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>Learning about theater history broadens ones appreciation and understanding of the art of theater as a whole. This unit will introduce basic content knowledge about the Ancient Greek Theater, Roman Theater, and Shakespearean Theater, and how these have evolved to give us our current genres of performing: Dramatic plays, Comic plays, Musical Theater, and Children's Theater. Students will be exposed to playwrights from each era or genre and the significant contributions they have brought to the world of theater</li></ul>		
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>What are some events that primitive people might have had to communicate with each other without the use of sophisticated language?</li><li>Who are some people in history whose artistic actions "changed the world"?</li><li>Does style of acting change with the time period?</li><li>What major technical developments in history have had an effect on theater as we know it today?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Theater History can be divided into 9 eras from 2160 BCE to 2013 AD.</li><li>Knowledge of history contributes to the creation of a believable character.</li><li>Events in one time period relate to and ultimately affect the next period in chronological order.</li></ul>	
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Articulate the cultural, historical and social context of their original work, and a clear statement of theme.</li><li>Identify major movements and periods in history, recognizing that theatre reflects the society and culture of its time.</li></ul>		

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Grade 6-8 Content Area: Theater

- Describe and discuss a written text or live performance in terms of its social, historical and cultural context
- Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. Create and perform in stylistically nuanced scene work from known plays, aligned to the cultural norms and theatrical conventions appropriate to the era of the play.
- Categorize historical innovations in Western and non-Western theatre history up to and including the early 20th century that stemmed from the creation of new technologies.
- Distinguish ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions.
- Apply characteristics of various Western and non-Western theatrical traditions to scene work that emulates theatre of various and diverse eras and cultures up to and including the 21st Century.

### Instructional Materials/Resources:

- Video: What is Theatre?
- A Cultural History of Theatre by Jack Watson and Grant McKernie
- History of the Theatre by Oscar Gross Brockett and Franklin J Hildy
- Glossary of Terms

### Suggested Vocabulary:

#### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Recommended Instructional Activities:

- Contrast and compare one major Western and one non-Western type of theater, recognizing similarities in intended purpose and performance style), such as an ancient Greek arena and Vietnamese water puppets.
- Compare and contrast early theatrical texts to contemporary performances
- Use online and video resources to research and guide the creation of a project that examines Greek, Roman or early non-Western theatre
- Research and write a profile of a NYC theatre, including the performance history, architecture, and the historical, social and political context of when the theatre was built
- The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
- Create and perform a theatre piece using masks from a chosen historical era or tradition (e.g., Greek, Commedia Dell'Arte).
- Collaborate to write a short play based on a historical or current event.

**Westampton Township School District**

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Grade 6-8 Content Area: Theater

<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>• Alternate learning activities/units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.</li><li>• Independent Study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field</li></ul>	<p><b>Modification Strategies/Activities:</b> see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.</p>
<p><b>Cross-curricular Connections/Standards:</b> NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Career Ready Practices</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.</p>	
<p><b>Suggested Assessments:</b></p> <ul style="list-style-type: none"><li>• Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance “notes.”</li><li>• Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</li></ul>	

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Grade 6-8 Content Area: Theater

<b>Unit 3:</b> Performance	<b>Suggested Sequence:</b> 13 weeks
<b>NJSLS:</b> 1.1.8.C.2 Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. 1.1.8.C.3 Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. 1.3.8.C.1 Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. 1.3.8.C.2 Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills. 1.4.8.B.2 Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art	
<b>Big Ideas:</b> <ul style="list-style-type: none"><li>Using the body and voice, the experienced actor can become anyone he/she wants to be. By combining information, emotion, and personal style, the actor will interpret the character physically and vocally to an audience. Analyzing the character's voice and posture based on health, social status, job, situation, etc., and adding in vocal texture, pitch, volume, clarity, and intensity, the actor will communicate character to the audience, eliciting a physical and/or emotional response. Relying on other theatrical positions (director, costumer, makeup designer etc), for support, augments the performance.</li></ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>Can one really communicate and convey meaning without talking?</li><li>How does observation help an actor create a role? Why are vocal pitch, rate, volume, and tone important to an actor?</li><li>Why are physical and vocal warm-ups important to an actor?</li><li>Who is responsible for all the jobs that need to be done when creating a show?</li></ul>	<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>Actors must recognize the importance of observation as a tool to create and develop a character.</li><li>There are different acting areas and positions of a proscenium arch stage.</li><li>Actors must continually hone physical and vocal skills in order to effectively portray a character.</li><li>Actors must accept criticism as a means of improving their performance.</li><li>Observing another actor's performance as an audience member can help one grow as a performer.</li></ul>
<b>Knowledge, Skills, and Instructional Objectives:</b> <ul style="list-style-type: none"><li>Define "believability" by identifying common traits of believable performances.</li><li>Differentiate between a character's actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.</li><li>Analyze scripted scenes to determine how a character's objectives change throughout a scene and how his or her tactics and subtext change within a scene in response to the actions of other characters. Apply the analysis to the portrayal of characters in a performance.</li><li>Maintain focus and concentration in order to sustain improvisations, scene work and performance.</li></ul>	

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- Use distinct physical, vocal and emotional choices, to build a believable, multi-dimensional character and perform a scene and/or monologue within the context of two different genres. Compare and contrast the stylistic choices in each scene.
- Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.
- Use the body and voice expressively in theater exercises, improvisations, scene work and performances.
- Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also focusing on objectives and tactics

### Instructional Materials/Resources:

- Suggested Plays - The Effect of Gamma Rays On Man-in-the-Moon Marigolds by Paul Zindel - Our Town by Thornton Wilder - A Thousand Cranes by Kathryn Schultz Miller - Step on a Crack by Susan Zeder - Getting Near to Baby by Y. York - Wiley and the Hairy Man by Susan Zeder - Still Life with Iris by Steven Dietz - Selkie: Between Land and Sea by Laurie Brooks
- Glossary of Terms

### Suggested Vocabulary:

#### Technology:

8.1- Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate to create and communicate knowledge.

8.2- Technology, Education, Engineering, Design, and Computational Thinking – Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

### Recommended Instructional Activities:

- Create appropriate physical gestures and facial expressions that align to a character.
- Participate in group exercises, drills, improvisations and theater games. - Rehearse and perform a scene in front of others.
- Research and portray a character, using at least one appropriate costume piece, prop, gesture, need and physical shape.
- Provide feedback to scenes performed by peers in the “director’s voice,” noting character choices, vocal projection and stage pictures.
- Demonstrate physical and vocal warm-ups used as preparation for rehearsal and performance.

### Extension Strategies/Activities:

- • Alternate learning activities/units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- Independent Study: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field

**Modification Strategies/Activities:** see Addendum for modifications for Gifted and Talented, English Language Learners, At-Risk Students and Students with Disabilities, including 504 students.

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### **Cross-curricular Connections/Standards:**

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

### **Suggested Assessments:**

- Maintain a theatre portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about theatre from magazines and newspapers, theatre resources and performance "notes."
- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.





# Support Documents

## *Board Policies Applicable to Curriculum*

### 2110 PHILOSOPHY OF EDUCATION

The Westampton Township Public Schools will provide a high quality, age appropriate educational experience that empowers children to reach their academic potentials, become well-rounded individuals and develop a love for learning within a safe, secure, nurturing social and academic environment.

The social environment is one which fosters: risk taking; development of positive self-concept; individuality; respect for diversity; social consciousness; positive social interaction, and encourages students to expand their roles as active participants in their community and world.

The academic environment will provide increased opportunities for students to: value learning; develop as creative and critical thinkers and problem solvers in both academic and social situations; and make critical connections between present learning and the world around them.

Adopted: 2 May 2008

### 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board adopts the following goals and objectives for the operation of the educational program of the school district.

- Develop skills in reading, writing, speaking and listening.
- Develop skills in mathematics, science and computer science.
- Develop pride in work and a feeling of self-worth.
- Develop good character and self-respect.
- Gain a general education.
- Learn how to examine and use information.
- Learn to respect and get along with people with whom we work and live.
- Develop a desire for learning now and in the future.
- Learn about and try to understand the changes that take place in the world.
- Learn how to respect and get along with people who think, dress, and act differently.
- Learn how to be a good citizen.
- Understand and practice democratic ideas and ideals.
- Understand and practice the skills of family living.
- Learn how to be a good manager of money, property and resources.
- Learn how to use leisure time.
- Practice and understand the ideas of health and safety.
- Appreciate culture and beauty in the world.
- Develop skills to enter a specific field of work.
- Gain information needed to make job selections.

N.J.A.C. 6:8-2.1

N.J.S.A. 18A:7A-7

Adopted: 2 May 2014

## 2200 CURRICULUM CONTENT

### M

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the pupils of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy No. 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist pupils toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Student Learning Standards, Indicators and Frameworks.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs that the curriculum be consistent with the educational goals and objectives of this district and responsive to identified pupil needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all pupils for employment or post secondary study upon graduation from high school.
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey) and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all pupils in accordance with Policy No. 2530;
4. Guidance and counseling to assist in career and academic planning for all pupils, in accordance with Policy No. 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy No. 2460 and Regulation Nos. 2460.1 through 2460.14;
6. Bilingual education, English as a Second Language, and English language services for pupils of limited English language proficiency, when the number of such pupils so necessitates, in accordance with Policy No. 2423;
7. Programs and services for pupils at risk who require remedial assistance in accordance with Policy Nos. 2414, 2415, and 5460;
8. Equal educational opportunity for all pupils in accordance with Policy Nos. 2260, 5750 and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;

10. Educational opportunities for pupils with exceptional abilities, in accordance with Policy No. 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

N.J.A.C. 6:29-4.1; 6:29-6.6

New Jersey Student Learning Standards

Adopted: 17 October 2002

## 2210 CURRICULUM DEVELOPMENT

### M

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation been reviewed, including inservice training?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

## 2220 ADOPTION OF COURSES

M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;
11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1; 18A:35-1 et seq.

N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

## 2230 COURSE GUIDES

### M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection. Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1

Adopted: 2 May 2000

## Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

### *Year 1: Curriculum Evaluation and Development*

- Examine the state statues, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

### *Year 2: Initial Implementation and Revision*

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine impact of new curriculum on student learning.

### *Years 3 and 4: Full Implementation*

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

### *Year 5: Full Implementation/Revision Planning*

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSLS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-

year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum documents.



# Modifications and Extensions: A Guide for Differentiated Instruction

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## Introduction

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson, *How to Differentiating Instruction in Mixed-Ability Classrooms*

The concept of differentiation, also referred to “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classroom contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

## Practices that Support Students with Various Needs

### (Students include those supported under the umbrella of Special Education. 504 students and at-risk students)

#### Student Motivation

*Rationale:* Some students with disabilities and struggling learners may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

#### *Purpose:*

Create interest  
Develop persistence  
Build confidence  
Promote enjoyment  
Foster independence

#### *Strategies:*

Personally meaningful activity  
Activity choice  
Hands-on, multimodal activities  
"Doable" tasks  
Attention to learning style  
Student involvement in goal setting  
Modified assessment activities  
Choice to work with others or alone

#### Instructional Presentation

*Rationale:* Some students with disabilities and struggling learners may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

#### Instructional Preparation

#### *Purpose:*

Motivate  
Establish purpose and goals of lesson  
Activate prior knowledge  
Build background  
Focus

#### *Examples:*

Previewing information/materials  
Advanced organizers  
Brainstorming and webbing  
Questioning techniques  
K-W-L strategies

## Organize

## Warm-ups

Visual demonstrations, illustrations, models  
Mini-lessons

### Instructional Prompts

#### *Purpose:*

Organize information  
Build whole-part relationships  
Cue associations and connections  
Highlight essential concepts  
Generate categorization and comparisons  
Activate recall  
Summarize

#### *Examples:*

Graphic organizers  
Semantic organizers  
Outlines  
Mnemonics  
Analogies  
Feature analysis  
Color coding  
Key words/Labels  
Writing frames/templates  
Restating/clarifying oral directions  
Cue Cards  
Pictures  
Movement cues  
Notetaking guides  
Segmenting/chunking tasks  
Directions on overhead/board

### Instructional Application

#### *Purpose:*

Simplify abstract concepts  
Provide concrete examples  
Extend ideas and elaborate understanding  
Build connections and associations  
Relate to everyday experiences  
Promote generalization  
Engage multiple modalities

#### *Examples:*

Graphics and charts  
Data charts  
Flow charts  
Drawings and other illustrations  
Dramatics – role play  
Props and manipulatives  
Field trips  
Games and puzzles  
Models  
Interviews/surveys  
Think aloud - modeling  
Simulations  
Hands-on activities  
Constructions  
Dramatizations  
Music and movement  
Concept activities  
Application activities  
Real-life applications (write letter to editor)

### Instructional Monitoring

#### *Purpose:*

Provide checks for understanding  
Redirect attention  
Direct on-task behavior  
Promote participation  
Check progress  
Assist in goal setting  
Establish timelines  
Clarify assignments, directions, and directions  
Provide reinforcement and corrective feedback  
Promote strategy use and generalization  
Manage student behavior and interactions  
Develop self-questioning and self-regulation

#### *Examples:*

Self-monitoring checklists  
Think-alouds  
Journal entries  
Portfolios  
Interviews  
Questioning techniques  
Student contracts  
Reward system

### Instructional Grouping

#### *Purpose:*

Cooperative learning groups  
Peer partners  
Buddy Systems  
Teams

#### *Examples:*

Assist physically  
Clarify  
Prompt cue  
Gestures and signals  
Interpret  
Reinforce  
Highlight  
Organize  
Focus

### Student Response

*Rationale:* Some students with disabilities and struggling learners may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities and struggling learners a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

#### *Response Format Adaptation Examples:*

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing

- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

*Response Procedure Adaptation Examples:*

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

### **Limited English Proficiency Students**

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is \_\_\_\_\_ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.

- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased “wait time” to allow students time to process questions before responding.
- Providing modified “double” grading to assess the content as well as the structure of responses.

Four over-arching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students’ prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

### **Academically Talented Learners**

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

#### **Strategies for Academically Talented Learners**

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, 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
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

### **Miscellaneous/All Learners**

#### Adaptations in the Classroom Environment

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

#### Adaptive Equipment and Instructional Materials

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television