

Fairfield Board of Education Visual and Performing Arts

Grades K-6

Instrumental Music Curriculum

Grades 3-6

Completed by the following committee

Justin Lazaro

Kyle Silvestri

Dr. Michael Trabucco

Board Approved: May 24, 2022

Dance

Experience with and knowledge of dance is a vital part of a complete education. Dance is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions in movement and purpose. An education in dance is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in dance is critical to their personal success. Dance education provides personal, intellectual, and social development for each individual. Students learn how to move their bodies in space in a way that leads to deliberate choreographed dance in the later years. Teaching dance within the context of the total school curriculum, especially during the formative years of an elementary K- 6 education, is key to maximizing the benefits of dance education. Teachers will incorporate Career Readiness, Life Literacies, and Key Skills standards within their lessons. The goal is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

DANCE OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

<p style="text-align: center;"><u>Goals</u></p> <ul style="list-style-type: none"> • Explore the joy of moving. • Differentiate between movement and choreography • Identify and practice dances with choreography • Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks. • 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. • Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space. 	<p style="text-align: center;"><u>Standards</u></p> <ol style="list-style-type: none"> 1. Creating: All students will demonstrate an understanding of generating, organizing, refining, and documenting movements towards a completed product of art in dance, music, theatre, and visual arts. 2. Performance: All students will synthesize those skills, media, methods, and anatomy appropriate to creating, performing, conveying meaning and/or presenting works of art in dance, music, theatre, and visual arts in an individual and group setting. 3. Responding: All students will demonstrate the ability to perceive and analyze products, Interpret intent and meaning, and apply criteria to evaluate products to works of art in dance, music, theatre, and visual arts. 4. Connecting: All students will relate knowledge, personal experiences, and artistic ideas and works within societal, cultural, and historical contexts to deepen understanding of art in dance, music, theatre, and visual arts.
<p>Clarify directions through modeling</p> <ul style="list-style-type: none"> ● Interpret and reinforce ● Per student's IEP/504 	

Primary Pacing Chart
Grades K-2

Grade	September	October	November	December	January
K	Use body language, facial expressions, and gestures to communicate ideas or feelings	Use dancing as an outlet for expressing feelings of joy	Practice the same movements at various speeds	Use movement to create dance	Demonstrate choreography with simple movements and gestures
1	Use body language, facial expressions, and gestures to communicate ideas or feelings	Use dancing as an outlet for expressing feelings of joy	Practice the same movements at various speeds	Compare and contrast similarities and differences among dances of various cultures	Explore how our individual styles affect a group performance (reflection from holiday show)
2	Practice and discuss the social relationships and roles implied by the facings, contact, and leader/follower	Describe how muscles need to work to accomplish a movement	View dance as aerobic exercise and a way to enhance one's physical strength	Explore aspects of culture expressed through dance	Identify 3 dance styles and describe how they are categorized into genres

Grade	February	March	April	May	June
K	Define the difference between movement and dance	Listen to signals and respond to movement directions	Recognize that every student has a cultural background and dance is part of it	Engage in a collaborative discussion about improvised dances.	Listen to a story and dance the words and move to the rhythm of the words.
1	Recognize that every student has a cultural background and dance is	Listen to signals and respond to movement directions	Listen to a story and dance the words and move to the rhythm of the	Engage in a collaborative discussion about improvised dances.	Explore stopping and going, tempos of fast and slow, and simple

	part of it		words.		rhythms.
2	Explore stopping and going, tempos of fast and slow, and simple rhythms	Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects.	Recognize that every student has a cultural background and dance is part of it	Compare and contrast dances from various cultures.	Engage in a collaborative discussion about improvised dances.

Secondary Pacing Chart

Grades 3-5

Grade	September	October	November	December	January
3	Demonstrate how music can change the way they move.	Move to the rhythm of words (syllables) and investigate the rhythm of word phrases.	Explain how music and style are connected	Learn the cultural/holiday dances from around the world	Use music to more effectively to support the theme of a dance
4	Explore opposites in shapes, levels, sizes, and moving in and through space.	Learn about folk tales from an authentic culture	Create a dance based on a folk song or world culture.	Describe who dances a dance, and where, when and why it is danced.	Dance with weight shift, transition and flow
5	Examine the cultural origins of a variety of dance forms from around the world.	Identify clues about history and culture in dance movements, costuming and musical accompaniment.	Identify and research the significant contributions of a cultural social dance and its impact on today's social dances	Explore themes, values, and beliefs reflected in a dance.	Observe commonalities and differences in group, circle and chain dances in content in relation to societal beliefs and values.

Grade	February	March	April	May	June
3	Learn about folk tales from an authentic culture.	Understand that people danced differently in different historical periods (past and present).	Exhibit control in balance	Create a dance based on a folk song or world culture.	Research and identify tempos of animals, people and machines.
4	Understand the relationship of bodily skills to time, space and energy.	Understands conditioning principles (balance, strength, flexibility, endurance, alignment).	Distinguish symmetrical and asymmetrical shapes	Understand positive and negative space; moving in place and through space, pathways and mapping.	Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.
5	Create and share a group, circle or chain dance influenced by the social practices of a specific culture demonstrating clear content and form.	Perform group, circle, or chain dances from various world cultures.	Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups	Create a short dance with peers incorporating several movement phrases with a beginning, middle and end	Understand choreographic devices (repetition) and structures (theme and variation)

Secondary Pacing Chart
Grade 6

Grade	September	October	November	December	January
6	Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style	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.	Observe how social and cultural values, from past and contemporary choreographers influenced the dynamics of their works.	Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures	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.).

Grade	February	March	April	May	June
6	Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.	Identify the use of arts media in dance master works. Analyze the manipulation of elements of dance used for choreographic intent in dance master works	Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work	Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and nonconventional elements of style to express new ideas in self generated choreography	Analyze/interpret the role and use of Computer Science and Design Thinking and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing Computer Science and Design Thinking and media arts (e.g., television,

					film, video, radio as catalyst for, and/or fully integrated within the dance composition.
--	--	--	--	--	--

Visual Arts

PHILOSOPHY

The visual arts are basic to the general education of students in grades K-6. The art experience makes a significant contribution to the growth of our students by stimulating creative thought, fostering self-expression, and promoting critical-thinking and life skills. Student self-esteem is enhanced through the creation of artwork, the acquisition of technical skills and expertise, and the sharing and preservation of their art. Furthermore, the visual arts enable students to bring shape, color and order to their changing world. They also allow students, as artists and designers, to reflect on their personal experiences and culture, and those within their community. In turn, students see their world differently by engaging in their own art, the art of peers, famous masters, contemporary artists, and others in their community.

A comprehensive foundation in the arts will provide all students with an appreciation of, and sensitivity to themselves and others and the world we live in, while relating to other disciplines to make all learning more meaningful. Teachers will incorporate Career Readiness, Life Literacies, and Key Skills within their lessons. The goal of Career Readiness, Life Literacies, and Key Skills is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

VISUAL ARTS OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

Visual Arts Goals	NJSLS Standards
<p>1. Artists will develop creative thinking as an essential life skill.</p> <p>2. Artists will participate in investigations through the completion of various art projects and assignments.</p> <p>3. Artists will use their art-history knowledge to either follow or break artistic traditions in order to pursue their highest potential.</p> <p>4. Artists will experiment with various forms, structures, materials, concepts, media, and approaches through their art making.</p> <p>5. Artists will practice the use of safety and responsibility when using various art mediums and tools.</p> <p>6. Artists will complete specific steps over time in order to create a successful art piece (practice, critique, reflect, revise, and refine).</p> <p>7. Students will understand criteria used by curators to select artwork being preserved and displayed.</p> <p>8. Artists will refine their artwork, and use specific methods in order to preserve and/or display it over time.</p> <p>9. Students will explain the importance of items in art museums to our society and culture.</p> <p>10. Artists will understand that one's life experiences affect art, and in turn, exposure to art can affect how someone understands self, others, and the world.</p> <p>11. Artists will participate in self, peer, and famous-artist critiques.</p> <p>12. Artists will evaluate art based on specific criteria.</p> <p>13. Through art-making, artists make meaning of their personal experiences.</p>	<p>1) 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.</p> <p>2) 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.</p> <p>3) 1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.</p> <p>4) 1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p> <p>5) 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.</p> <p>6) 1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.</p> <p>7) 1.5.2.Pr4a: Select artwork for display, and explain why some work, objects and artifacts are valued over others. Categorize artwork based on a theme or concept for an exhibit.</p> <p>8) 1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.</p> <p>9) 1.5.2.Pr6a: Explain what an art museum is and identify the roles and responsibilities of the people who work in and visit museums and exhibit spaces. Analyze how art exhibits inside and outside of schools (such as museums, galleries, virtual spaces, and other venues) contribute to communities.</p>

<p>14. Artists will understand that people develop ideas of society, history, and culture by interacting with various art pieces.</p>	<p>10) 1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.</p> <p>11) 1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p> <p>12) 1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.</p> <p>13) 1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p> <p>14) 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p> <p>15) 1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.</p> <p>16) 1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.</p>
---	--

<p style="text-align: center;">Opportunities to Differentiate & Accommodate</p> <ul style="list-style-type: none"> ● Teach in smaller increments ● Provide preferential seating ● Use special tools to assist ● Encourage cooperative partnerships ● Provide visual and supportive materials ● Promote participation ● Utilize systematic assessment and feedback 	<p style="text-align: center;">Visual Arts Essential Questions</p> <ol style="list-style-type: none"> 1. What shapes an artist's creative and innovative thinking? 2. How does collaborating in the subject of art expand one's ability to take creative risks? 3. How does understanding art history expand one's ability to create art? 4. What is the importance of trial and error as an artist? 5. Why is it important to follow correct art rules and procedures? 6. How does art and design shape one's life
---	--

<ul style="list-style-type: none"> ● Clarify Interpret and reinforce ● Per student's IEP/504 	<p>and community?</p> <p>7. What are the steps of the artistic process that help one's art reach full potential?</p> <p>8. How are works of art cared for and by whom?</p> <p>9. Why is some artwork valued over others?</p> <p>10. What criteria is used when selecting work for a portfolio?</p> <p>11. How does one prepare artwork for presentation or preservation?</p> <p>12. How do artifacts and pieces of art displayed in a museum help to cultivate more of an appreciation and understanding of the arts?</p> <p>13. How do one's life experiences affect how they see art?</p> <p>14. How does art affect how one understands the world?</p> <p>15. How does knowing specific art vocabulary aid in one's ability to understand art?</p> <p>16. What is the value in critiquing art?</p> <p>17. How is personal opinion of an art piece different from critiquing a piece based on certain criteria?</p> <p>18. How does engaging in art allow people to be more in-tune with their community?</p> <p>19. How does art help one understand life of a different time, location, and culture?</p>
--	--

Primary Pacing Chart

Grades K-2 (40 days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
K	Introduction of Creative Process Identifying skills, practicing techniques	Introduction to History of the Arts & Culture	Performing (Applying Art elements in artistic compositions)	Response & Critique Introspection
1	Introduction of Creative Process Identifying skills, practicing techniques	Introduction to History of the Arts & Culture	Performing (Applying Art elements in artistic compositions)	Response & Critique Introspection
2	Introduction of Creative Process Identifying skills, practicing techniques	Introduction to History of the Arts & Culture	Performing (Applying Art elements in artistic compositions)	Response & Critique Introspection

Secondary Pacing chart

Grades 3-5 - One Cycle (40 days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
3	Reinforcement of Creative Process Identifying skills, practicing techniques	Reinforcement of History of the Arts & Culture	Performing (Applying Art elements in artistic compositions) Reinforced	Response & Critique Introspection
4	Reinforcement of Creative	Reinforcement of History of	Performing (Applying Art	Response & Critique

	Process Identifying skills, practicing techniques	the Arts & Culture	elements in artistic compositions) Reinforced	Introspection
5	Reinforcement of Creative Process Identifying skills, practicing techniques	Reinforcement of History of the Arts & Culture	Performing (Applying Art elements in artistic compositions) Reinforced	Response & Critique Introspection

Grade 6 - One Cycle (40 days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
6	Creative Process	History of the Arts & Culture	Performing	Response & Critique Introspection

Grades K-2

I. Creative Process

A. Development of Knowledge of principles and elements of art

1. Color - identify color
2. Line - introduce/create variety of lines
3. Shape

B. Variety of drawing, painting and construction activities

II. History of Arts & Culture

A. Study and Review Great works of Art & Artists

- B. Introduce critiquing and work on building skills in describing experience during art activities

III. Performing

- A. Introduction of art elements being used to create a composition
- B. Introducing a variety of media

IV. Response And Critique

- A. Introducing an exposure to Aesthetics
 - 1. Begin to explore art elements
 - 2. Develop and apply criteria in an aesthetic response

Grades 3-5

I. Creative Process

- A. Development of Knowledge of principles and elements of art
 - 1. Color - reinforce color
 - 2. Line - reinforce lines
 - 3. Shape - Reinforce shape
 - 4. Introduce value
 - 5. Introduce texture

B. Variety of drawing, painting and construction activities

II. History of Arts & Culture

- C. Study and Review Great works of Art & Artists
- D. Introduce critiquing and work on building skills in describing experience during art activities

III. Performing

- C. Reinforce art elements being used to create a composition
- D. Reinforce a variety of media

IV. Response And Critique

- B. Reinforce an exposure to Aesthetics
 - 1. Reinforce exploration of art elements
 - 2. develop and apply criteria in an aesthetic response

Grade 6

I. Creative Process

A. Development of Knowledge of principles and elements of art

1. Color - reinforce color
2. Line - reinforce lines
3. Shape - reinforce shape
4. Value - reinforce Value
5. Texture - reinforce Texture
6. Form - introduce
7. Space - introduce

B. Variety of drawing, painting and construction activities

II. History of Arts & Culture

- A. Study and Review Great works of Art & Artists
- B. Critiquing and building skills in describing experience during art activities

III. Performing

- A. Art elements being used to create a composition
- B. Utilizing a variety of media

IV. Response And Critique

- C. Exposure to Aesthetics
3. Exploration of art elements
4. Develop and apply criteria in an aesthetic response

General Music

Experience with and knowledge of music is a vital part of a complete education. Music is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in music is an essential part of the academic curriculum for the

achievement of human social and economic growth. The education of our students in music is critical to their personal success. Music education provides personal, intellectual, and social development for each individual. Teaching music within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of music education. Teachers will incorporate the Career Readiness, Life Literacies, and Key Skills standards within their lessons. The goal is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

GENERAL MUSIC OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

<p>Goals- After completing all levels of this program, a student will be able to:</p>	<p>Standards- Elementary General Music is based on the New Jersey Student Learning Standards for Performing Arts.</p>
--	--

<ul style="list-style-type: none"> ● Sing, alone or with others, a varied repertoire of music. ● Perform on instruments, alone or with others, varied repertoire of music ● Improvise melodies, variations and accompaniment. ● Compose and arrange music within specified guidelines. ● Read and notate music. ● Listen to, analyze, and describe music. ● Evaluate music and music performances. ● Understand relationships between music, the arts, and disciplines outside the arts. ● Understand music in relation to history and culture. 	<p>1.1 Creating: All students will demonstrate an understanding of generating, organizing, refining, and documenting movements towards a completed product of art in music.</p> <p>1.2 Performance: All students will synthesize those skills, media, methods, and anatomy appropriate to creating, performing, conveying meaning and/or presenting works of art in music in an individual and group setting.</p> <p>1.3 Responding: All students will demonstrate the ability to perceive and analyze products, interpret intent and meaning, and apply criteria to evaluate products to works of art in music.</p> <p>1.4 Connecting: All students will relate knowledge, personal experiences, and artistic ideas and works within societal, cultural, and historical contexts to deepen understanding of art in music.</p>
<p style="text-align: center;"><u>Suggestions to Differentiate & Accommodate</u></p> <ul style="list-style-type: none"> ● Information provided in smaller increments ● Provide preferential seating ● Use of special tools and resources ● Use of visual and supportive material ● Systematic assessment and feedback ● Practice and reinforcement ● Per student's IEP. 	<p style="text-align: center;"><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How do musicians generate creative ideas? ● How do musicians make creative decisions? ● How do musicians improve the quality of their creative work? ● How do performers select repertoire? ● How do musicians improve the quality of their performance? ● When is a performance judged ready to present? ● How does context and the manner in which musical work is presented influence audience response?

	<ul style="list-style-type: none"> • How do individuals choose music to experience? • How does understanding the structure and context of music inform a response? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)?
<p style="text-align: center;"><u>Assessments</u></p> <ul style="list-style-type: none"> • Performance singing and playing in solo and in group setting • Written evaluations • Aural identification • Group projects and presentations • Observation of skill development • Audio / Visual recording 	<p style="text-align: center;"><u>Suggested Resources</u></p> <ul style="list-style-type: none"> • Textbooks • Song collections • Posters • Handouts • SMART boards • Videos / DVDs • iPads / Chromebooks/ Internet websites • Music journals and magazines Professional associations and organizations (MENC, NJMEA, ACDA, AOSA, NJMTA)

<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher modeling (e.g. Echo-singing) • Singing, playing, moving, and listening • Solo performances within a class setting • Teacher, peer and individual critique of performance • Singing and movement games • Visual aids Lecture and demonstration • Field trips • Critiques
--

Primary Pacing Chart

Grades K-2 - One Cycle (40 Days)

Grade	Unit 1 (5 days)	Unit 2 (15 days)	Unit 3 (5 Days)	Unit 4 (15 Days)
K	Pitched singing, steady beat, high and low notes, loud and soft, short and long	Parts of the ukulele, Chords C, and Am, pitched singing, performance	Instruments and their families	Keyboards, reading sheet music, piano play along
1	Pitched singing, steady beat, high and low notes, loud and soft, short and long, rhythm	Parts of the ukulele, Chords C, and Am, pitched singing, performance	Instruments and their families	Keyboards, reading sheet music, piano play along
2	Pitched singing, steady beat, high and low notes, loud and soft, short and long, rhythm	Parts of the ukulele, Chords C, and Am, pitched singing, performance	Instruments and their families	Keyboards, reading sheet music, piano play along, performance

Secondary Pacing chart

Grades 3-5 - One Cycle (40 Days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
3	Keyboards, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the ukulele, Chords C, Am, and F, performance	Music History
4	Keyboards, reading sheet	Artist Project	Parts of the ukulele,	Music History

	music, piano play along, naming treble clef notes, composing an original song, performance		Chords C, Am, and F, performance	
5	Keyboards, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the ukulele, Chords C, Am, F, and G7, strumming patterns, performance	Music History

Grade 6 - One Cycle (40 Days)

Grade	Unit 1(15 Days)	Unit 2 (5 Days)	Unit 3 (15 Days)	Unit 4 (5 Days)
6	Keyboards, reading sheet music, piano play along, naming treble clef notes, composing an original song, performance	Artist Project	Parts of the ukulele, Chords C, Am, F, G7, chord of their choosing, strumming patterns, performance	Music History

Kindergarten - 2nd Grade

I. Singing

A. Development of singing

1. Pitch - echo singing
2. Singing vs. speaking voice
3. High vs. Low

B. Development of expression

1. Dynamics — introduce loud and soft

2. Tempo — introduce fast and slow
 3. Mood — how does the music make you feel?
- C. Opportunity to sing a variety of song selections
1. Seasonal and holiday songs
- D. Ability to sing as a group
1. Staying together
 2. Listening to each other
 3. Starting and stopping together
- II. Playing
- A. Ability to follow directions
1. Proper playing position
 2. Maintain a steady beat
- B. Exploring sounds
1. How the sound is produced
 2. Following iconic notation
- III. Performing
- A. Ability to perform alone or as a group

Grades 3-5

- I. Playing
- A. Ukulele and Piano
1. Learning proper playing position
 2. Ability to play at appropriate time and on cue
 3. Ability to read notes on the treble staff
 4. Ability to use both hands (both holding and playing notes)
 5. Ability to switch notes/chords
 6. Ability to perform as an individual/group

7. Playing rhythmic, melodic, and harmonic patterns
8. Ability to arrange a musical piece

II. Understanding Music

A. Music History

1. Learning about composers from various time periods
2. Discovering how music reflects events in history
3. Observing how composers are influenced by their cultures and events in history

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music

III. Discovering the relationship between music and other subject areas

A. Math

1. Rhythm (Various rhythm patterns and formulas)
2. Applying fractions to understand note values

B. Art and Visual Art

1. Creative expression
2. Responding to music through use of colors and drawing
3. The correlation of music musical sound and artistic color

C. Language Arts

1. Understanding lyrics
2. Poetry

D. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from various cultures

E. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches

D. Computer Science and Design Thinking

1. Implementing programs & hardware into various lessons plans

Grade 6

I. Playing

A. Ukulele and Piano

1. Learning proper playing position
2. Ability to play at appropriate time and on cue
3. Ability to read notes on the treble staff
4. Ability to use both hands (both holding and playing notes)
5. Ability to switch notes/chords
6. Ability to perform as an individual/group
7. Playing rhythmic, melodic, and harmonic patterns
8. Ability to arrange a musical piece

II. Understanding Music

A. Music History

1. Learning about composers from various time periods
2. Discovering how music reflects events in history
3. Observing how composers are influenced by their cultures and events in history

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music

III. Discovering the relationship between music and other subject areas

A. Math

1. Rhythm (Various rhythm patterns and formulas)
2. Applying fractions to understand note values

B. Art and Visual Art

1. Creative expression
2. Responding to music through use of colors and drawing
3. The correlation of music musical sound and artistic color

C. Language Arts

1. Understanding lyrics
2. Poetry

D. Social Studies

1. Music from different historical periods

2. Songs, games, and instruments from various cultures

E. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches

D. Computer Science and Design Thinking

1. Implementing programs & hardware into various lessons plans

Theater

Experience with and knowledge of the theater is a vital part of a complete education. Theater is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in theater is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in the arts is critical to their personal success and we know that theater education provides personal, intellectual, and social development for each individual. Teaching theater within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of a visual and performing arts education. Students will be exposed to theater skills beginning with dramatic play and escalating to full productions. All students will synthesize the arts skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre. Teachers will incorporate Career Readiness, Life Literacies, and Key Skills within their lessons. The goal is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

THEATER OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS

<p style="text-align: center;"><u>Goals</u></p> <ul style="list-style-type: none"> ● Understand theater as a shared communal experience between audience and actor. ● Distinguish between Western and non-Western storytelling and theater traditions. ● Recognize that theater, regardless of place or culture, tells us about ourselves and our lives. ● Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction. ● Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. ● Articulate the cultural, historical and social context of their original work. ● 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 ● Maintain focus and concentration in order to sustain improvisations, scene work and performance. ● Use the body and voice expressively in theater exercises, improvisations, scene work and performances. 	<p style="text-align: center;"><u>Standards</u></p> <p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>
<p style="text-align: center;"><u>Opportunities to Differentiate & Accommodate</u></p> <ul style="list-style-type: none"> ● Provide alternate means for students to participate (e.g. stage 	<p style="text-align: center;"><u>Essential Questions</u></p> <ul style="list-style-type: none"> ● How does theatre communicate values? ● How do we use our imagination to

<p>hand vs. performer etc.)</p> <ul style="list-style-type: none"> ● Encourage cooperative partnerships ● Provide visual and supportive materials ● Promote participation ● Provide behavior specific feedback ● Allow students to use Computer Science and Design Thinking to film performances vs. live whole group performance 	<p>tell a story?</p> <ul style="list-style-type: none"> ● How are the values of culture represented in theatre? ● How do we respond to theatre? ● How can you apply imaginative, analytical and process skills needed when creating original, dramatical works? ● What are the 5 W's and how are they used in identifying setting, plot and character? ● How can you identify the setting? ● What are key elements in creating a stage? ● What are some methods that can be used to support and critique yourself and your peers in a positive way? ● How can you identify the historical environment of a theatrical work using scenes, costumes and props? ● How do we respond emotionally to diverse works of theatre? ● How do different components contribute to the overall theatrical performance? ● How do symbolism and metaphor contribute to meaning in the arts?
--	---

Primary Pacing Chart Theater

Grades K-2

Grade	September	October	November	December	January
K	Recognize, mirror and create emotions described in stories and dramatic play.	Respond within imaginary circumstances to objects, settings and conditions.	Use emotional expression and imaginary objects in dramatic play.	Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual

				of high, middle and low.	artworks using observable, objective criteria.
1	Demonstrate sensitivity to the emotional and physical safety of self and others.	Sustain focus in the imaginary world of the activity, sharing or performance.	Identify how the script requirements of environment, time and actions influence the design of a scene.	Identify and understand the principal types of theater and performance spaces.	Sustain concentration, focus and commitment in group activities with a shared performance goal.
2	Understand that theater comes from a desire to pretend and act things out.	Distinguish between Western and non-Western storytelling and theater traditions.	Connect storytelling and drama, and recognize how oral traditions are related to the written word.	Recognize the relationship between theater and community, and between theater and culture(s).	Identify the beginning, middle and end of a story.

Grade	February	March	April	May	June
K	Respond to and incorporate directions.	Define technical proficiency, using the elements of the arts and principles of design.	Identify the basic area of a stage and a theater.	Contribute positively and responsibly to ensemble activities.	Use the body and voice expressively.
1	Observe the relationship between the actor and the audience.	Participate in poetry and prose choral readings with group or solo response.	Demonstrate an understanding of sequence of actions through pantomime.	Pantomime simple daily activities, including healthful practices in eating and hygiene.	Differentiate between actor and character.

2	Retell a story individually or in groups with attention to accurate sequencing.	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.	Create and imitate human, inanimate and animal characters.	Demonstrate an understanding of the sequence of character actions.	Demonstrate an understanding of the “5 Ws” (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
---	---	--	--	--	---

Secondary Pacing Chart

Grades 3-5 - 15 Weeks

Grade	Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15
3	Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.	Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.	Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.	Use emotional expression and imaginary objects in dramatic play.	Sustain concentration, focus and commitment in group activities with a shared performance goal.
4	Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.	Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.	Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and	Use emotional expression and imaginary objects in dramatic play.	Sustain concentration, focus and commitment in group activities with a shared performance goal.

			performances		
5	Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.	Differentiate between a character's actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.	Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances	Use emotional expression and imaginary objects in dramatic play.	Sustain concentration, focus and commitment in group activities with a shared performance goal.

Secondary Pacing Chart

Grade 6 - 15 Weeks

Grade	Weeks 1-3	Weeks 4-6	Weeks 7-9	Weeks 10-12	Weeks 13-15
6	Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.	Differentiate between a character's actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.	Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances	Use emotional expression and imaginary objects in dramatic play.	Sustain concentration, focus and commitment in group activities with a shared performance goal.

Instrumental Music

RATIONALE

Music is a unique form of communication that exceeds every boundary of verbal interaction known to man. Recent studies point to the connection between music and improved academic scores, as well as enhanced neurobiological development. Participation in instrumental music challenges students to strengthen and utilize individual skills to improve group performance and provides opportunities for self, peer, and group critique. This elementary instrumental curriculum encourages students to work collaboratively, to utilize critical thinking skills to solve problems, and to develop creative potential through music. Teachers will incorporate Career Readiness, Life Literacies, and Key Skills standards within their lessons. The goal is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the global workplace.

<p style="text-align: center;"><u>Assessments</u></p> <ol style="list-style-type: none"> 1. Group discussions of performances utilizing appropriate terminology and positive feedback 2. Aural assessment (active and passive) utilizing appropriate musical technique. 3. Teacher evaluation of performance utilizing established criteria based on a rubric created independently. 	<p style="text-align: center;"><u>Resources</u></p> <ol style="list-style-type: none"> 1. Instruments 2. Teacher-chosen performance repertoire 3. Appropriate method books 4. Recordings of performances and play-alongs from online resources
<p style="text-align: center;"><u>Goals</u></p> <ol style="list-style-type: none"> 1.1 All students will demonstrate an understanding of the elements and principles of music. 1.2 All students will understand and analyze the role, development, and continuing influence of music in relation to world cultures, history, and society. 1.3 All students will utilize those skills, media, methods, and technologies appropriate to music in the creation, performance, and presentation of music. 1.4 All students will use aesthetic knowledge in the creation of an in response to instrumental music and will develop, apply, and reflect upon knowledge based on the process of critique. 	<p style="text-align: center;"><u>Standards</u></p> <p>1.1 Creating: All students will demonstrate an understanding of generating, organizing, refining, and documenting movements towards a completed product of art in instrumental music.</p> <p>1.2 Performance: All students will synthesize those skills, media, methods, and anatomy appropriate to creating, performing, conveying meaning and/or presenting works of art in instrumental music</p> <p>1.3 Responding: All students will demonstrate the ability to perceive and analyze products, interpret intent and meaning, and apply criteria to evaluate products to works of art in instrumental music</p> <p>1.4 Connecting: All students will relate knowledge, personal experiences, and artistic ideas and works within societal, cultural, and historical contexts to deepen understanding of art in instrumental music</p>

COURSE OUTLINES

Due to the unique nature of musical study, all musical and technical elements are taught simultaneously in order to strengthen the interrelationships between all musical elements, as well as musical understanding and performance.

ASSESSMENT STRATEGIES

Music is, by definition, a performance art. The vast majority of assessments in instrumental music classes are based on an evaluation of performance, both individual and ensemble. Performance criteria and goals are discussed at every instrumental lesson, and students become aware of this criteria through discussion, teacher demonstration and methods to improve their music technique skills. In all cases, assessment is a tool to ascertain that course goals and objectives are being met, as well as the method to develop knowledge aesthetics and performance skills.

Interdisciplinary Connections

Performing Arts is a unified body of knowledge whose concepts build upon each other. Connecting art concepts includes linking ideas to related ideas learned previously. Music history has global implications, and is connected to people, places, and events of the past. The study of music focuses on deep understanding of concepts that enable students to think critically and systematically through singing, playing, listening, and movement.

Visual Arts, performing arts, and language arts should complement each other with literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through art appreciation.

Integration of the Computer Science and Design Thinking Standard through NJSL 8

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of Computer Science and Design Thinking to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Computer Science and Design Thinking empowers

students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of Computer Science and Design Thinking discretely supports all curricular areas and multiple levels of mastery for all students.

Integration of Career Readiness, Life Literacies, and Key Skills through NJSL 9

Creativity is a driving force in today's global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum. As the state of New Jersey works to transform public education to meet the needs of a changing world and the workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

Integration of Career Readiness, Life Literacies, and Key Skills through Career Education

For students to be college and career ready they must have opportunities to understand career concepts and financial literacy. This includes helping students make informed decisions about their future personal, educational, work, and financial goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of careers in the music field, exploration of Computer Science and Design Thinking career options, school performances as well as outside competitions eg. Dorney Park.

LEVEL I

Level I provides an introduction to the structure and technique of the instrument. Level I also draws from prior learning in General Music classes,

1. Proper use and care of instrument
2. Tone production and articulation
3. Simple rhythms at appropriate levels of difficulty
4. Simple melodies from the score
5. Expression and dynamics
6. Role of the conductor
7. Perform music in varied meters
8. Perform music in major keys at appropriate level of difficulty
9. Critique self and group performances and rehearsals
10. Identify relationships to mathematics, social studies, science, and the visual arts Identify characteristics of music from different cultures or historical periods.

LEVEL II

Level II continues to build technical, aesthetic, and musical skills and knowledge through the medium of performance.

- 1 Perform repertoire at an appropriate level of musical and technical challenge.
- 2 Perform music with acceptable tone quality and intonation.
- 3 Perform more complex rhythms from the score.
- 4 Interpret melodic passages from the score.
- 5 Identify and utilize key signatures from 4 sharps to 4 flats.
- 6 Identify and interpret symbols for articulation and dynamics.
- 7 Describe the basic musical elements of various historical periods.
- 8 Evaluate self and group performance utilizing appropriate terminology.

LEVEL III.

Level III continues to build a strong understanding of the elements and aesthetics of music as applied to performance. Through the process of critique, students are increasingly capable of making judgments regarding the interpretation of their own performances.

- 1 . Perform music at an appropriate level of technical and musical challenge.
2. Perform music with appropriate tone quality and intonation.
3. Perform complex rhythm patterns and time signatures found in the repertoire.
4. Play expressively over the learned range of the instrument.
5. Utilize correct terminology to describe e and evaluate performances.
6. Perform music in appropriate major/minor keys.
7. Compare characteristics of musical composition to other art forms.
8. Compare musical elements found in two or more contrasting pieces.

REPERTOIRE

The educator's choice of performance repertoire is the single most important part of the music program. Repertoire should always be chosen by challenge and attainability. Musical piece selection is best made when consideration is broken into four categories.

Heads Hearts Hands Feet

Head: Is the piece intellectually challenging to your students?

examples: meter, first and second endings, repeats, tempo variation

Hands: Is the piece technically challenging to your students? examples:
key, range, speed, scale and intervallic passages

Heart: Does the piece provide aesthetic stimulation to your students?

example: melody, harmony, tonality

Feet: Does the piece have a rhythmic pocket/groove that is easily obtainable to your students?

example: rhythmic stability and repetition, standard form

Pacing Chart - Instrumental Music
Grades 3-6

Grade	September (20 Days)	October (21 days)	November (17 days)	December (15 days)	January (21 days)
3	Assembly/Disassembly, cleaning, holding instruments	Making a sound, playing the 4 open string notes	Quarter notes, Half notes	Whole notes, & Rests	Playing longer songs (4 to 5 lines)
4	Assembly/Disassembly, cleaning, holding instruments	Making a sound, playing first 5 notes, using the bow	Quarter notes, Half notes, Whole notes, & Rests	Eighth notes, Eighth rests, Adding new notes	Playing longer songs (4 to 5 lines)
5	Ties, Slurs, Breath Marks, Lift Bow	Pick up notes, D.C. Al Fine	Minor Finger Patterns, New Notes	1st and 2nd endings, Theme and Variations	Slurs, Hooked bow
6	Key Signatures (different finger patterns and fingerings)	D.C. Al Fine, D.S. Al Fine., Coda	Ties, Slurs, Hooked bow, Concert Bb scale, Chords	Syncopation, Enharmonics	New Notes, Playing in two part harmony, Duets

Grade	February (18 days)	March (21 days)	April (16 days)	May (21 days)	June (15 days)
3	Multi-measure rests, performing in an ensemble with	Concert Preparation	D major scale and arpeggio	Songs using the D major Scale	Playing longer songs (4 to 5 lines) using the D

	good rhythm				major scale
4	Ties, Slurs, Breath Marks	Double Stops, Accents, Dotted Half Notes	Dynamics, $\frac{3}{4}$ time signature	Concert Preparation	Key Signatures
5	Staccato, Legato, Tenuto	Adding Flats and Sharps to Notes	Ties, Dotted Quarter/Eighth Note Rhythm	Register Jumps, Conducting in 4 and 4	Concert Preparation
6	Register Jumps, Conducting in 2/4 time	Cut Time, New Notes	Being able to play in three different key signatures	Rhythm Challenges, Scale Challenges	Concert Preparation

Grades 3-5

I. Playing

A. Woodwind, Brasswind, and Percussion Instruments

1. Learning proper fingering or grip technique
2. Ability to play at appropriate rhythm, time, and on cue
3. Ability to read notes on the staff (treble, alto, or bass clef depending on the instrument)
4. Ability to perform as an individual/group
5. Playing the first six notes of the major scale (D major for strings and Bb major for woodwinds/percussion)

II. Understanding Music

A. Music History

1. Learning about composers from various time periods

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music
2. Learning rhythmic notation symbols (whole, half, quarter, and 8th note rhythms and rests)

III. Discovering the relationship between music and other subject areas

A. Math

1. Rhythm (Various rhythm patterns and formulas)
2. Applying fractions to understand note values
3. Time Signatures
4. Harmonic intervals in the major scale and major chord

B. Art and Visual Art

1. Creative expression
2. Combing choreography with music performance

C. Language Arts

1. Understanding lyrics
2. Poetry

D. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from various time periods and cultures

E. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches

D. Computer Science and Design Thinking

1. Implementing programs & hardware into various lessons plans
2. Using play-along tracks while practicing musical pieces

Grades 3-5

I. Playing

A. Woodwind, Brasswind, and Percussion Instruments

1. Learning proper fingering or grip technique
2. Ability to play at appropriate rhythm, time, and on cue
3. Ability to read notes on the staff (treble, alto, or bass clef depending on the instrument)
4. Ability to perform as an individual/group
5. Playing the major scale (D major for strings and Bb major for woodwinds/percussion)

II. Understanding Music

A. Music History

1. Learning about composers from various time periods
2. Discovering how music reflects events in history
3. Observing how composers are influenced by their cultures and events in history

B. Music Vocabulary

1. Building a list of musical terms which will assist students in evaluation music
2. Learning rhythmic notation symbols (whole, half, quarter, and 8th note rhythms and rests)

III. Discovering the relationship between music and other subject areas

A. Math

1. Rhythm (Various rhythm patterns and formulas)
2. Applying fractions to understand note values
3. Time Signatures
4. Harmonic intervals in the major scale and major chord

B. Art and Visual Art

1. Creative expression
2. Combining choreography with music performance

C. Language Arts

1. Understanding lyrics
2. Poetry

D. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from various time periods and cultures

E. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches
3. Understanding how different materials and temperatures can affect an instruments sound quality and pitch

D. Computer Science and Design Thinking

1. Implementing programs & hardware into various lessons plans
2. Using play-along tracks while practicing musical pieces

