

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.

Focus Topic: DANCE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.A.1.Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance.	Elements of dance	http://www.state.nj.us/education/modelcurriculum/vpa/d/ku3.shtml http://www.ndeo.org/ https://artsedge.kennedy-center.org/families/at-home/supporting-yo-ung-artists/good-moves-for-young-dancers	Teacher Observation Student Project	Identify the elements of dance in planned and improvised dance sequences.
1.1.2.A.2 Original movement is generated through improvisational skills and techniques.			Teacher Observation Performance Task Student Project	Use improvisation to discover new movements to fulfill the intent of the choreography.
1.1.2.A.3 There are distinct differences between pedestrian movements and formal training in dance.			Teacher Observation In-Class Activity Summative Assessment	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

1.1.2.A.4The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving.	Body patterning		Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
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Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.	Explore	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Where do choreographers get ideas for dances?
1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.				

Creating→ Anchor Standard 2: Organizing and developing ideas.

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Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.	Plan	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. What influences choice-making in creating choreography?
1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.				

Creating→ Anchor Standard 3: Refining and completing projects

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	Revise	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Choreographers analyze, evaluate, refine, and document their work to communicate meaning. How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.				

Performing→ Anchor Standard 4: Selecting, Analyzing, and interpreting work.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p>1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p> <p>1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).</p>	Express	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Space, time and energy are basic elements of dance.</p> <p>How do dancers work with space, time and energy to communicate artistic expression?</p>
Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.</p>	<p>Embody Execute</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation</p>	<p>The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</p>
<p>1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.</p>			<p>In-Class Activity</p>	<p>How is the body used as an instrument for technical and artistic expression?</p>
<p>1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	
<p>1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.</p>				
<p>1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath</p>				

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Visual and Performing Arts

control, body part initiations, body sequencing).				
Performing→ Anchor Standard 6: Conveying meaning through art.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.	Present	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task	Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.			Student Project	
1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.			Summative Assessment	
1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work			Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	
Responding→ Anchor Standard 7: Perceiving and analyzing products.				

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.	Analyze	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Dance is perceived and analyzed to comprehend its meaning.
1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.				How is a dance understood?

Responding → Anchor Standard 8: Interpreting intent and meaning.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. How is dance interpreted?

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Responding→ Anchor Standard 9: Applying criteria to evaluate products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.	Critique	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Criteria for evaluating dance vary across genres, styles and cultures. What criteria are used to evaluate dance?

Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.	Synthesize	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

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Visual and Performing Arts

<p>1.1.2.Cn10b: Using an inquiry-based set of questions examines global issues, including climate change as a topic for dance.</p>			<p>Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>How does dance deepen our understanding of ourselves, other knowledge and events around us?</p>
<p>Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p>	<p>Relate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</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.

Focus Topic: MUSIC

Grade Levels: K-2 (By the end of grade 2)

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Visual and Performing Arts

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.B.1 Ear training and listening skill are prerequisites for musical literacy.	Elements of music Ear training and listening skill	http://edu.americangraduate.org/category/resources/subjects/arts/	Student Project Research Project Exit Ticket Summative Assessment	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2 The elements of music are foundational to basic music literacy.		http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/	Research Project Summative/Formal Assessment	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
1.1.2.B.3 Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm.			Research Project Student Hands On Activity Exit Ticket Performance Task	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 Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.	Musical families		Summative Assessment Research Project Performance Task Class Discussion https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Categorize families of instruments and identify their associated musical properties.

Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
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Visual and Performing Arts

<p>1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p>	<p>Conceive</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.</p> <p>How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?</p>
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Creating → Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p>	<p>Develop</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?</p>
<p>1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</p>				

Creating → Anchor Standard 3: Refining and completing projects

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.	Construct	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences.				
Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.	Practice	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. How are complex media arts experiences constructed? At what point is a work considered "complete"?

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Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.	Integrate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.				
1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.				
1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.				
1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.				

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Performing→ Anchor Standard 6: Conveying meaning through art.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
I.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.	Present	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?
I.3A.2.Pr6b: Perform appropriately for the audience and purpose.				

Responding→ Anchor Standard 7: Perceiving and analyzing products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
I.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.	Perceive	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation	Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is

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<p>1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.</p>			<p>In-Class Activity</p>	<p>informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</p>
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Responding → Anchor Standard 8: Interpreting intent and meaning.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?</p>

Responding → Anchor Standard 9: Applying criteria to evaluate products.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.	Evaluate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e 1.3A.2.Re7a	Synthesize	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an

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				awareness and understanding of our lives and communities?
Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a</p>	Relate	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</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.

Focus Topic: THEATRE

Grade Levels: K-2 (By the end of grade 2)

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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.C.1 The elements of theatre are recognizable in theatrical performances.	Elements of theatre	https://www.google.com/culturalinstitute/beta/project/performing-arts	Teacher Observation Student Project	Identify basic elements of theatre and describe their use in a variety of theatrical performances.
1.1.2.C.2 Theatre artists use precise vocabulary when staging a play.			Teacher Observation Performance Task Exit Ticket Student Project	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
1.1.2.C.3 Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.			Teacher Observation Performance Task Class Discussion Student Project Peer Evaluation	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
1.1.2.C.4 The technical theatrical elements and theatre architecture are inherent in theatrical design and production.	Technical theatrical elements		Research Project Summative/Formative Assessment	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

Creating → Anchor Standard 1: Generating and conceptualizing ideas.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).	Imagine Envision	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists rely on intuition, curiosity, and critical inquiry. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
1.4.2.Cr1b: Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g., process drama, story drama, creative drama).				
1.4.2.Cr1c: Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).				

Creating→ Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Cr2a: Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	Plan Construct	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists work to discover different ways of communicating meaning. How, when, and why do theatre artists' choices change?

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Visual and Performing Arts

1.4.2.Cr2b: Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).				
Creating→ Anchor Standard 3: Refining and completing projects				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Cr3a: With prompting and support, contribute to the adaption of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	Evaluate Clarify Realize	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?
1.4.2.Cr3b: Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).				
1.4.2.Cr3c: Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).				
Performing→ Anchor Standard 4: Selecting, Analyzing, and interpreting work.				

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Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).	Choose Rehearse	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?
1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).				

Performing → Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).	Establish Analyze	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists make choices to convey meaning. How do theatre artists use tools and techniques to communicate ideas and feelings?

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Visual and Performing Arts

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).				
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Performing→ Anchor Standard 6: Conveying meaning through art.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.	Share	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. What happens when theatre artists and audiences share creative experiences?

Responding→ Anchor Standard 7: Perceiving and analyzing products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
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Visual and Performing Arts

<p>1.4.2.Re7a: Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>Examine Discern</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>
<p>Responding → Anchor Standard 8: Interpreting intent and meaning.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.4.2.Re8a: With prompting and support, actively engage and build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. How can the same work of art communicate different messages to different people?</p>
<p>1.4.2.Re8b: Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p>				
<p>1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p>				

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Responding → Anchor Standard 9: Applying criteria to evaluate products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.</p>	<p>Critique</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p> <p>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>
<p>1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).</p>				
<p>1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).</p>				

Connecting → Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).	Incorporate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists allow awareness of interrelationships between self and others to inform their work. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?
Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.	Affect Expand	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?
1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.				

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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.

Focus Topic: VISUAL ART		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.2.D.1 The basic elements of art and principles of design govern art creation and composition.	Elements of art Principles of design	http://www.state.nj.us/education/modelcurriculum/vpa/v/	Teacher Observation Performance Task Exit Ticket	Identify the basic elements of art and principles of design in diverse types of artwork.
1.1.2.D.2 Recognizing the elements of art and principles of design in artworks of known and emerging artists, as well as peers, is an initial step toward visual literacy.			Summative Assessment Student Project Class Discussion	Identify elements of art and principles of design in specific works of art and explain how they are used.

Creating → Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)

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Visual and Performing Arts

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.	Explore	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.
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.				What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
Creating → Anchor Standard 2: Organizing and developing ideas.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.	Investigate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom

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Visual and Performing Arts

<p>1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.</p>				<p>and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p>
<p>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>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>

Creating → Anchor Standard 3: Refining and completing projects

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
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Visual and Performing Arts

<p>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>Reflect Refine Continue</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>
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Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>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>Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</p> <p>How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?</p>

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Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.5.2.Pr5a: Explain the purpose of a portfolio or collection. Ask and answer questions regarding preparing artwork for presentation or preservation.	Select	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Performing→ Anchor Standard 6: Conveying meaning through art.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)

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Visual and Performing Arts

<p>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>Share</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>
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Responding→ Anchor Standard 7: Perceiving and analyzing products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>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>1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.</p>	<p>Perceive</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p>

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				How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?
Responding→ Anchor Standard 8: Interpreting intent and meaning.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.5.2.Re8a: Categorize and describe works of art, by identifying subject matter, details, mood, and formal characteristics.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	People gain insights into meanings of artworks by engaging in the process of art criticism. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Responding→ Anchor Standard 9: Applying criteria to evaluate products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.5.2.R9a: Use art vocabulary to explain preferences in selecting and classifying artwork.</p>	<p>Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>People evaluate art based on various criteria. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>
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Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
<p>1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.</p>	<p>Synthesize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>

Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.5.2.Cn11a: Compare, contrast and describe why people from different places and times make art.	Relate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?
1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.				

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.

Focus Topic: HISTORY OF THE ARTS AND CULTURE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.2.2.A.1 Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	Historical eras	https://www.google.com/culturalinstitute/beta/ http://fileserver.net-texts.com/asset.aspx?dl=no&id=12209	Research Project Summative/Formative Assessment Performance Task	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.

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Visual and Performing Arts

1.2.2.A.2 The function and purpose of art-making across cultures is a reflection of societal values and beliefs.		https://www.google.com/culturalinstitute/beta/project/latino-cultures	Summative/Formative Assessment Class Discussion	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
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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.

Focus Topic: DANCE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.A.1 The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.	Improvisational Accompaniment Themes	https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_Dancing_on_the_Freedom_Trail	Teacher Observation Performance Task Exit Ticket In-Class Activity	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2.A.2 The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.	Composition Elements of dance		Student Project Peer and Self-Evaluation In-Class Activity Exit Ticket	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e.,

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Visual and Performing Arts

				low, middle, and high), and spatial pathway.
1.3.2.A.3 sequences are maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.	Spatial		Summative Assessment Teacher Observation Peer Evaluation	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
1.3.2.A.4 Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances.	Locomotor Non-locomotor		Performance Task Self and Peer Evaluation Student Project	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

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.

Focus Topic: MUSIC		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.B.1 The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.		http://nj.pbslearningmedia.org/resource/5751a7f9-9aec-43de-b43e-0f0f3cbe52fd/219-blOSSom-and-snappy-learn-about-music-count-on-it/	Teacher Observation Formative/Summative Assessment Rubrics	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 Proper vocal production/vocal placement requires an understanding of	Vocal placement		Teacher Observation In-Class Activity	Demonstrate developmentally appropriate vocal

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Visual and Performing Arts

basic anatomy and the physical properties of sound.			Rubrics	production/vocal placement and breathing technique.
1.3.2.B.3 Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.	Orff instruments		Student Project Teacher Observation	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
1.3.2.B.4 Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.	Home tone		Student Project Teacher Observation Rubrics	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 Improvisation is a foundational skill for music composition.	Music composition Ostinatos		Teacher Observation In-Class Activity Performance Task Self-Evaluation	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 Prescribed forms and rules govern music composition, rhythmic accompaniment, and the harmonizing of parts.	Music composition		Teacher Observation In-Class Activity Performance Task Peer-Evaluation	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 Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.	Cues		Teacher Observation In-Class Activity	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

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Visual and Performing Arts

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.

Focus Topic: THEATRE		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.C.1 Plays may use narrative structures to communicate themes.	Narrative structures	https://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Harriet_Tubman_Dancing_on_the_Freedom_Trail	Teacher Observation In-Class Activity Formative/Summative Assessment	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2 Actors use voice and movement as tools for storytelling.	Voice Pantomimes		Teacher Observation Performance Task In-Class Activity	Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3 Voice and movement have broad ranges of expressive potential.	Expressive potential		Teacher Observation Exit Ticket Formative Assessment	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

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.

Focus Topic: VISUALARTS	Grade Levels: K-2 (By the end of grade 2)
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Visual and Performing Arts

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.2.D.1 Visual statements in art are derived from the basic elements of art regardless of the format and medium used to create the art. There are also a wide variety of art media , each having its own materials, processes, and technical application methods for exploring solutions to creative problems.	Elements of art Medium Art Media Two -Dimensional Three-Dimensional	https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster	Student Project Portfolios In-Class Activity Formative/Summative Assessment Rubric Exit Ticket	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 Symbols convey meaning agreed upon by a group or culture. Manipulation of the basic elements of art and principles of design for personal expression results in visual communication that may be relevant in a variety of settings.	Principals of Design Visual Communication Oral Stories Pictorial Representation		Student Project Portfolios In-Class Activity Formative/Summative Assessment	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 Each of the visual art forms uses various materials, tools, and techniques that are associated with unique verbal and visual vocabularies.			Summative Assessment Rubric Research Project	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 Knowledge of visual art media necessitates an understanding of a variety of traditional and nontraditional tools, applications, possibilities, and limitations.	Art Mediums Art media		Summative Assessment Rubric Research Project	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 .
1.3.2.D.5 Visual awareness stems from acute observational skills and interest in visual objects, spaces, and the relationship of objects to the world.			Student Project Formative/Summative Assessment In-Class Activity	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life,

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			Exit Ticket	using a variety of art mediums and art media .
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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.

Focus Topic: AESTHETIC RESPONSE		Grade Level: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.2.A.1 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.	Exemplary works	http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Research Project Performance Task Rubric Formative/Summative Assessment	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
1.4.2.A.2 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			Research Project Performance Task Rubric Formative/Summative Assessment	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
1.4.2.A.3 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			In-Class Activity Student Project Rubric Summative Assessment Exit Ticket	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

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Visual and Performing Arts

				four arts disciplines (dance, music, theatre, and visual art).
1.4.2.A.4 Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			Research Project Class Discussion	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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

Focus Topic: CRITIQUE METHODOLOGIES		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.	Qualitative Quantitative Contextual Clues Intent		Formative/Summative Assessments Class Discussion Student Project	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 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.			Class Discussion Student Project Peer Evaluation	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.			Class Discussion Observation	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

*Standards in BLUE are 2020 updates.

Focus Topic: MEDIA ARTS		Grade Levels: K-2 (By the end of grade 2)		
Creating→ Anchor Standard 1: Generating and conceptualizing ideas.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.	Conceive	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.				
1.2.2.Cr1c: Explore form ideas for media art production with support.		https://www.state.nj.us/education/aps/cccs/arts/resources.htm		
1.2.2.Cr1d: Connect and apply ideas for media art production.				
1.2.2.Cr1e: Choose ideas to create plans for media art production.				
Creating→ Anchor Standard 2: Organizing and developing ideas.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

1.2.2.Cr2a: Explore form ideas for media art production with support.	Develop	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?
1.2.2.Cr2b: Connect and apply ideas for media art production.				
1.2.2.Cr2c: Choose ideas to create plans for media art production.				

Creating→ Anchor Standard 3: Refining and completing projects

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Cr3a: Create and assemble content for media arts productions, identifying basic principles (e.g., pattern, positioning, attention, and repetition.)	Construct	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
1.2.2.Cr3b: Identify and describe the effects of altering, refining and completing media artworks.				

Performing→ Anchor Standard 4: Selecting, Analyzing, and interpreting work.

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.	Practice	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?
1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.				

Performing → Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Pr5a: Identify and enact basic skills such as handling tools, making choices, and soft skills for planning and creating media artworks.	Integrate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Media artists require a range of skills and abilities to creatively solve problems. How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
1.2.2.Pr5b: Identify, describe and demonstrate basic creative skills such as trial-and-error and playful practice, within media arts production.				

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Visual and Performing Arts

1.2.2.Pr5c: Discover, experiment with and demonstrate creative skills for media artworks.				
Performing→ Anchor Standard 6: Conveying meaning through art.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Pr6a: With guidance and moving towards independence, identify, share and discuss reactions to and experiences of the presentation of media artworks.	Present	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Media artists present, share and distribute media artworks through various social, cultural and political contexts. How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?
Responding→ Anchor Standard 7: Perceiving and analyzing products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

1.2.2.Re7a: Identify, share and describe the components and messages in media artwork.	Perceive	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?
1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.				

Responding→ Anchor Standard 8: Interpreting intent and meaning.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Re8a: Share observations, identify the meanings, and determine the purposes of media artworks, considering personal and cultural context.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary help us understand and interpret works of art?

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Responding→ Anchor Standard 9: Applying criteria to evaluate products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Re9a: Share appealing qualities, identify the effective parts, and discuss improvements for media artworks, considering their context.	Evaluate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?

Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Cn10a: Use personal experiences, interests, information and models in creating media artworks.	Synthesize	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences. How does engaging in creating media artworks enrich people's lives? How

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Visual and Performing Arts

1.2.2.Cn10b: Share and discuss experiences of media artworks, describing their meaning and purpose.				does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Enduring Understanding and Essential Question(s)
1.2.2.Cn11a: Discuss and demonstrate how media artworks, messages environments and ideas relate to everyday and cultural life, such as daily activities, popular media, connections with family and friends.	Relate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Understanding connections to varied contexts and daily life enhances a media artist's work.
1.2.2.Cn11b: Interact appropriately with media arts tools and environments considering safety, rules and fairness.				How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?

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.

*Standards in BLUE are 2020 updates.

Focus Topic: DANCE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmark/ Assessment	Student Evidence
1.1.5.A.1 Basic choreographed structures employ the elements of dance.	Elements of dance Choreographic structure	http://www.state.nj.us/education/modelcurriculum/vpa/d/5u1.shtml	Performance tasks Student Project In-Class Activity Formative/Summative Assessment	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 Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.			Performance Task Student Project In-Class Activity Formative/Summative Assessment	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.1.5.A.3 Musical and non-musical forms of sound can affect meaning in choreography and improvisation.			Class Discussion Exit Ticket In-Class Activity	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

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Visual and Performing Arts

1.1.5.A.4 Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).	Body patterning Balance		Formative/Summative Assessment Student Project Exit Ticket	Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
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Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.</p> <p>1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.</p>	Explore	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Where do choreographers get ideas for dances?</p>

Creating→ Anchor Standard 2: Organizing and developing ideas.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.	Plan	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. What influences choice-making in creating choreography?
1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	
Creating→ Anchor Standard 3: Refining and completing projects				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.	Revise	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

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Visual and Performing Arts

<p>1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</p>
<p>Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</p>	<p>Express</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Space, time and energy are basic elements of dance.</p> <p>How do dancers work with space, time and energy to communicate artistic expression?</p>

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Visual and Performing Arts

1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.				
1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)				

Performing → Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.	Embody Execute	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

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Visual and Performing Arts

<p>1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.</p>				<p>How is the body used as an instrument for technical and artistic expression?</p>
<p>1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.</p>				
<p>1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).</p>				
<p>1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.</p>				

Performing → Anchor Standard 6: Conveying meaning through art.

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill</p>	<p>Present</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.</p> <p>What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</p>
<p>I.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.</p>				
<p>I.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).</p>				
<p>I.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.</p>				

Responding → Anchor Standard 7: Perceiving and analyzing products.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.</p>	<p>Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>How is a dance understood?</p>
<p>I.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</p>				

Responding → Anchor Standard 8: Interpreting intent and meaning.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</p>

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			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	How is dance interpreted?
Responding→ Anchor Standard 9: Applying criteria to evaluate products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.	Critique	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Criteria for evaluating dance vary across genres, styles, and cultures. What criteria are used to evaluate dance?
Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.</p>	<p>Synthesize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>
<p>1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.</p>				
<p>Connecting → Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>
<p>1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	<p>Relate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</p>

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Visual and Performing Arts

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.

Focus Topic: MUSIC		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.5.B.1 Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.	Ear training Listening skill	http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/	Class Discussion Student Project/Journal Exit Ticket	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2 The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.	Elements of music		Student Project Performance Task In-Class Activity	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Creating → Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>Imagine</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</p> <p>How do musicians generate creative ideas?</p>
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Creating → Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.</p>	<p>Plan Make</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment</p>	<p>Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>How do musicians make creative decisions?</p>

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Visual and Performing Arts

<p>1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p>			<p>Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	
Creating→ Anchor Standard 3: Refining and completing projects				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p>	<p>Evaluate Refine</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment</p>	<p>Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>How do musicians improve the quality of their creative work?</p>
<p>1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.</p>			<p>Teacher Observation In-Class Activity</p>	

*Standards in BLUE are 2020 updates.

https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html

Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.	Select Analyze Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. How do performers select repertoire?
1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.				
1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.				
1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.				

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Visual and Performing Arts

<p>1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).</p>				
<p>Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p>	<p>Rehearse Evaluate Refine</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment</p>	<p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p>
<p>1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p>			<p>Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>How do musicians improve the quality of their performance?</p>

*Standards in BLUE are 2020 updates.

Performing→ Anchor Standard 6: Conveying meaning through art.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p>	<p>Present</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task</p> <p>Student Project</p> <p>Summative Assessment</p> <p>Teacher Observation</p> <p>In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts/assessment/index.html</p>	<p>Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
<p>I.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>				

Responding→ Anchor Standard 7: Perceiving and analyzing products.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p>	<p>Select Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>
<p>1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</p>				

Responding → Anchor Standard 8: Interpreting intent and meaning.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
L.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.	Evaluate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. How do we judge the quality of musical work(s) and performance(s)?

Responding → Anchor Standard 9: Applying criteria to evaluate products.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>How do we discern the musical creators' and performers' expressive intent?</p>

Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a</p>	<p>Interconnection</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task</p> <p>Student Project</p> <p>Summative Assessment</p> <p>Teacher Observation</p> <p>In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>

Connecting → Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a</p>	<p>Interconnection</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task</p> <p>Student Project</p> <p>Summative Assessment</p> <p>Teacher Observation</p> <p>In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</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.

Focus Topic: THEATRE

Grade Levels: 3-5 (By the end of grade 5)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.5.C.1 The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.).	Characteristics of a well-made play	https://www.google.com/culturalinstitute/beta/project/performance-arts http://www.state.nj.us/education/modelcurriculum/vpa/t/3u1.shtml http://www.state.nj.us/education/modelcurriculum/vpa/t/5u1.shtml	Class Discussion Student/Research Project Summative Assessment	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2 The actor's physicality and vocal techniques have a direct relationship to character development.			Class Discussion Summative Assessment Observation Student/Research Project	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 Time, place, mood, and theme are enhanced through use of the technical theatrical elements.	Technical theatrical elements		Class Discussion Performance Task Exit Ticket	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
1.1.5.C.4 Sensory recall is a technique actors commonly employ to heighten the believability of a character.	Sensory recall		Student Project In Class Activity/Exit Ticket	Explain the function of sensory recall and apply it to character development.

Creating → Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
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*Standards in BLUE are 2020 updates.

Visual and Performing Arts

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.	Imagine Envision	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists rely on intuition, curiosity and critical inquiry. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.				
1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	

Creating → Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.	Plan Construct	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment	Theatre artists work to discover different ways of communicating meaning. How, when, and why do theatre artists' choices change?

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.</p>			<p>Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	
Creating→ Anchor Standard 3: Refining and completing projects				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.</p>	<p>Evaluate Clarify Realize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task</p>	<p>Theatre artists refine their work and practice their craft through rehearsal.</p>
<p>1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.</p>			<p>Student Project</p> <p>Summative Assessment</p>	<p>How do theatre artists transform and edit their initial ideas?</p>
<p>1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and</p>			<p>Teacher Observation</p> <p>In-Class Activity</p>	

*Standards in BLUE are 2020 updates.

<p>technical problems that arise in rehearsal for a drama/theatre work.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	
<p>Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p>	<p>Choose Rehearse</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?</p>
<p>1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.</p>				
<p>Performing → Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>				

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.</p>	<p>Establish Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Theatre artists make choices to convey meaning. How do theatre artists use tools and techniques to communicate ideas and feelings?</p>
<p>I.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.</p>				
<p>Performing → Anchor Standard 6: Conveying meaning through art.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.</p>	<p>Share</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience. What happens when theatre artists and audiences share creative experiences?</p>
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Responding → Anchor Standard 7: Perceiving and analyzing products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.</p>	<p>Examine Discern</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation</p>	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences. How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>

*Standards in BLUE are 2020 updates.

			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	
Responding→ Anchor Standard 8: Interpreting intent and meaning.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task	Theatre artists’ interpretations of drama/theatre work are influenced by personal experiences and aesthetics. How can the same work of art communicate different messages to different people?
1.4.5.Re8b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.			Student Project	
1.4.5.Re8c: Evaluate and analyze how a character’s choices and character's circumstances impact an audience’s perspective in a drama/theatre work.			Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	
Responding→ Anchor Standard 9: Applying criteria to evaluate products.				

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.</p>	<p>Critique</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task</p> <p>Student Project</p> <p>Summative Assessment</p> <p>Teacher Observation</p> <p>In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Theatre artists apply criteria to investigate, explore and assess drama and theatre work.</p> <p>How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</p>
<p>I.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</p>				
<p>I.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>				
<p>Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.</p>	<p>Incorporate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?</p>
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Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.</p>	<p>Affect Expand</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation</p>	<p>As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood. What happens when theatre artists allow an understanding of themselves</p>
<p>1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.</p>				

*Standards in BLUE are 2020 updates.

			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	and the world to inform perceptions about theatre and the purpose of their work?
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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.

Focus Topic: VISUAL ART		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.5.D.1 Understanding the function and purpose of the elements of art and principles of design assists with forming an appreciation of how art and design enhance functionality and improve quality of living.	Elements of art Principles of design	http://www.state.nj.us/education/modelcurriculum/vpa/v/	Class Discussion Performance Task Formal/Summative Assessment Exit Ticket	Identify elements of art and principles of design that are evident in everyday life.
1.1.5.D.2 The elements of art and principles of design are universal.	mediums		Research/Student Project Rubric Performance Task	Compare and contrast works of art in various mediums that use the same art elements and principles of design.

Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.	Explore	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals. What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?
1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.				

Creating → Anchor Standard 2: Organizing and developing ideas.

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.	Investigate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task	Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.
1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.			Student Project	
1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.			Summative Assessment	
			Teacher Observation	How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and
			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	

*Standards in BLUE are 2020 updates.

				designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?
Creating→ Anchor Standard 3: Refining and completing projects				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in artmaking.	Reflect Refine Continue	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time. What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?
Performing→ Anchor Standard 4: Selecting, Analyzing, and interpreting work.				

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.5.Pr4a: Define and analyze the responsibilities of a curator in preserving and presenting artifacts or artwork.	Analyze	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation. How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and artworks, and select them for presentation?
Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

<p>1.5.5.Pr5a: Prepare and present artwork safely and effectively.</p>	<p>Select</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?</p>
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Performing→ Anchor Standard 6: Conveying meaning through art.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.5.Pr6a: Discuss how exhibits and museums provide information and in person experiences about concepts and topics.</p>	<p>Share</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation</p>	<p>Objects, artifacts and artworks collected, preserved or presented either by artists, museums, or other venues, communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p>

*Standards in BLUE are 2020 updates.

			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?
Responding → Anchor Standard 7: Perceiving and analyzing products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.5.Re7a: Speculate about artistic processes. Interpret and compare works of art and other responses.	Perceive	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world. How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world?
1.5.5.Re7b: Analyze visual arts including cultural associations.			Student Project	
			Summative Assessment	
			Teacher Observation	
			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	

*Standards in BLUE are 2020 updates.

				How do visual arts influence our views of the world?
Responding→ Anchor Standard 8: Interpreting intent and meaning.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.5.Re8a: Interpret ideas and mood in artworks by analyzing form, structure, context, subject, and visual elements.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	People gain insights into meanings of artworks by engaging in the process of art criticism. What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
Responding→ Anchor Standard 9: Applying criteria to evaluate products.				

*Standards in BLUE are 2020 updates.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.5.Re9a: Identify different evaluative criteria for different types of artwork dependent on genre, historical and cultural contexts.</p>	<p>Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>People evaluate art based on various criteria.</p> <p>How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?</p>
<p>Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary.</p>	<p>Synthesize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences. How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>
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Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society.</p>	<p>Relate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment</p>	<p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p>

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Visual and Performing Arts

<p>1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.</p>			<p>Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>
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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.

Focus Topic: HISTORY OF THE ARTS AND CULTURE

Grade Levels: 3-5 (By the end of grade 5)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	New Vocabulary	Resources	Benchmarks/Assessments	Student Evidence
1.2.5.A.1 Art and culture reflect and affect each other.		<a href="http://www.smithsonianso
urce.org/display/lessonpla
n/viewdetails.aspx?TopicI
d=1007&LessonPlanId=1
006">http://www.smithsonianso urce.org/display/lessonpla n/viewdetails.aspx?TopicI d=1007&LessonPlanId=1 006	Class Discussion Exit Ticket	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2 Characteristic approaches to content, form, style, and design define art genres.	Art genres	<a href="http://www.smithsonianso
urce.org/display/lessonpla
n/viewdetails.aspx?TopicI
d=1007&LessonPlanId=1
006">http://www.smithsonianso urce.org/display/lessonpla n/viewdetails.aspx?TopicI d=1007&LessonPlanId=1 006	Performance Task Research/Student Project Summative Assessment	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3 Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.		<a href="http://fileservet.net-texts.c
om/asset.aspx?dl=no&id=
12209">http://fileservet.net-texts.c om/asset.aspx?dl=no&id= 12209 <a href="http://fileservet.net-texts.c
om/asset.aspx?dl=no&id=
12138">http://fileservet.net-texts.c om/asset.aspx?dl=no&id= 12138 <a href="http://www.state.nj.us/edu
cation/modelcurriculum/v
pa/t/5u2.shtml">http://www.state.nj.us/edu cation/modelcurriculum/v pa/t/5u2.shtml	Performance Task Research/Student Project Formative/Summative Assessments Rubric	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

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.

Focus Topic: DANCE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence

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Visual and Performing Arts

<p>1.3.5.A.1 Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.</p>	<p>Stimuli</p>	<p>http://www.state.nj.us/education/modelcurriculum/vpa/d/3u3.shtml</p>	<p>Student Project Teacher Observation Formative/Summative Assessment Performance Task</p>	<p>Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.</p>
<p>1.3.5.A.2 The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities.</p>	<p>Improvisation</p>		<p>Student Project Teacher Observation Formative/Summative Assessment Performance Task</p>	<p>Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.</p>
<p>1.3.5.A.3 Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.</p>			<p>Student/Peer Project Performance Task Rubric/Teacher Observation</p>	<p>Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.</p>
<p>1.3.5.A.4 Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique.</p>	<p>Kinesthetic principles Kinesthetic awareness</p>		<p>Hands On Project/Performance Task Exit Ticket Summative Assessment Teacher Observation</p>	<p>Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p>
<p>1.3.5.A.5 Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.</p>			<p>Student Project Performance Task Teacher Observation Rubric</p>	<p>Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment,</p>

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			Summative Assessment	balance, initiation of movement, and direction of focus.
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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.

Focus Topic: MUSIC		Grade Level: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.B.1 Complex scores may include compound meters and the grand staff.	Mixed meter Compound meter	http://www.state.nj.us/education/modelcurriculum/vpa/d/3u3.shtml	Performance Task Teacher Observation Hands On Activity	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
1.3.5.B.2 Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.	Vocal placement		Performance Task Teacher Observation Peer Evaluation	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3 Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.	Music composition		Performance Task Teacher Observation Hands On Activity	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
1.3.5.B.4 Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.	Elements of music		Performance Task In Class Activity Teacher Observation	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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1.3 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.

Focus Topic: THEATRE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.C.1. A play’s effectiveness is enhanced by the theatre artists’ knowledge of technical theatrical elements and understanding of the elements of theatre.	Technical theatrical elements Elements of theatre	http://www.state.nj.us/education/modelcurriculum/vpa/t/3u3.shtml http://www.state.nj.us/education/modelcurriculum/vpa/t/5u3.shtml	Research/Student Project Performance Task Hands On Activity Summative Assessment	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.
1.3.5.C.2 Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.			Performance Task Exit Ticket Teacher Observation	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

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.

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Focus Topic: VISUAL ART		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.5.D.1 The elements of art and principles of design can be applied in an infinite number of ways to express personal responses to creative problems.	Elements of art Principles of design	https://www.google.com/culturalinstitute/beta/project/latin-o-cultures https://www.google.com/culturalinstitute/beta/category/art-movement	Performance Task Student/Peer Project Peer, Self-Evaluation Rubric/Summative Assessment	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 Contextual clues to culturally specific thematic content, symbolism, compositional approach, and stylistic nuance are prevalent in works of art throughout the ages.	Historical eras	https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster	Class Discussion In Class Activity Formative/Summative Assessment	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 Each of the genres of visual art (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) is associated with appropriate vocabulary and a stylistic approach to art-making.	genres		Class Discussion In Class Activity Formative/Summative Assessment Performance Task	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

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Visual and Performing Arts

				approaches influenced by these genres.
1.3.5.D.4 The characteristics and physical properties of the various materials available for use in art-making present infinite possibilities for potential application.	Art media Art mediums		Research Project Performance Task Exit Ticket Summative Assessment	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 There are many types of aesthetic arrangements for the exhibition of art. Creating or assembling gallery exhibitions requires effective time management and creative problem-solving skills.			Self, Peer Evaluation Student Project Performance Task Formal/Summative Assessment Teacher Observation	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 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.

Focus Topic: AESTHETIC RESPONSE		Grade Levels: 3-5 (By the end of grade 5)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.5.A.1 Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).	Genres mediums Discipline-specific arts terminology	http://www.state.nj.us/education/modelcurriculum/vpa/t/3u2.shtml	Research Project In Class Activity Class Discussion	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre,

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			Formative/Summative Assessment	and visual art according to established classifications.
1.4.5.A.2 Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	Formalism		Class Discussion In Class Activity Research Project Exit Ticket	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
1.4.5.A.3 Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.			Performance Task Student Project In Class Activity	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 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.

**Focus Topic: CRITIQUE
METHODOLOGIES**

Grade Levels: 3-5 (By the end of grade 5)

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Visual and Performing Arts

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.5.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.		http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Research Project Class Discussion Formative/Summative Assessment	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 Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.		http://www.state.nj.us/education/modelcurriculum/vpa/d/3u2.shtml	Rubrics Self, Peer Evaluation Online Modules	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
1.4.5.B.3 While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.	Discipline-specific arts terminology		Research Project Summative Assessment	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 Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.			Research Project Online Modules Summative Assessment	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5 Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).			Research/Student Project Rubrics Summative Assessment Online Modules	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.

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Focus Topic: MEDIA ARTS		Grade Levels: 3-5 (By the end of grade 5)		
Creating→ Anchor Standard 1: Generating and conceptualizing ideas.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools, methods and/or materials.	Conceive	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.				
1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.				
1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.				
1.2.5.Cr1e: Model ideas and plans in an effective direction.				
1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.				

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Creating→ Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.	Develop	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task	Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning.
1.2.5.Cr2b: Model ideas, plan in an effective direction.			Student Project	
1.2.5.Cr2c: Brainstorm goals and plans for a media art audience.			Summative Assessment	
			Teacher Observation	How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?
			In-Class Activity	
			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	

Creating→ Anchor Standard 3: Refining and completing projects

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

1.2.5.Cr3a: Construct and arrange various content into unified and expressive media arts productions.	Construct	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks. How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
1.2.5.Cr3b: Describe and apply principles such as movement, balance, contrast, and emphasis.				
1.2.5.Cr3c: Explore how elements and components can be altered for clear communication and intentional effects, point of view, perspective, and refine media artworks to improve clarity and purpose.				

Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.	Practice	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?
1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.				

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Visual and Performing Arts

1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	
Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.</p> <p>1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.</p> <p>1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.</p>	Integrate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	<p>Performance Task</p> <p>Student Project</p> <p>Summative Assessment</p> <p>Teacher Observation</p> <p>In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Media artists require a range of skills and abilities to creatively solve problems.</p> <p>How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>
Performing→ Anchor Standard 6: Conveying meaning through art.				

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.</p>	Present	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task	<p>Media artists present, share and distribute media artworks through various social, cultural and political contexts.</p>
<p>I.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.</p>			<p>Student Project</p> <p>Summative Assessment</p> <p>Teacher Observation</p> <p>In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	
Responding→ Anchor Standard 7: Perceiving and analyzing products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.</p>	<p>Perceive</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>An artist's appreciation of media artworks is influenced by their interests, experiences, understandings, and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness. How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</p>
<p>1.2.5.Re7b: Identify, describe, explain and differentiate how various forms, methods, and styles in media artworks affect and manage audience experience when addressing global issues including climate change.</p>				
<p>Responding → Anchor Standard 8: Interpreting intent and meaning.</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>
<p>1.2.5.Re8a: Determine, explain and compare personal and group reactions and interpretations of a variety of media artworks, considering their personal and cultural perception, intention and context.</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Interpretation and appreciation of an artwork and its media require consideration of form, context and personal experience. Analysis of media artworks provides clues to their expressive intent. How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does</p>

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			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	knowing and using arts vocabulary help us understand and interpret works of art?
Responding→ Anchor Standard 9: Applying criteria to evaluate products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.5.Re9a: Develop and apply specific criteria to evaluate media art works and production processes with developed criteria, considering context and artistic goals.	Evaluate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.				

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.5.Cn10a: Use, examine and access internal and external resources to create media artworks, such as interests, knowledge and experiences.	Synthesize	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project	Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.
1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.			Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?
Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

Visual and Performing Arts

<p>1.2.5.Cn11a: Identify, explain, research and show how media artworks and ideas relate to personal, social and community life (e.g., exploring online behavior, fantasy and reality, commercial and information purposes, history, ethics).</p>	<p>Relate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Understanding connections to varied contexts and daily life enhances a media artist's work. How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation, performance and response to media arts?</p>
<p>1.2.5.Cn11b: Examine, discuss and interact appropriately with media arts tools and environments, considering safety, ethics, rules, and media literacy.</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>Focus Topic: DANCE</p>		<p>Grade Levels: 6-8 (By the end of grade 8)</p>		
<p>Learning Standard</p>	<p>New Vocabulary</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Student Evidence</p>

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Visual and Performing Arts

<p>1.1.8.A.1 Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.</p>	<p>Choreographic structures Elements of dance</p>	<p>http://www.state.nj.us/education/modelcurriculum/vpa/d/6u1.shtml http://www.state.nj.us/education/modelcurriculum/vpa/d/8u1.shtml</p>	<p>Observation Class Discussion</p>	<p>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 Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.</p>			<p>Performance Task In Class Activity Summative Assessment</p>	<p>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.3 Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.</p>	<p>Arts media</p>		<p>Online Modules Research Project Class Discussion In Class Activity Observation</p>	<p>Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).</p>

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Visual and Performing Arts

<p>1.1.8.A.4 The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.</p>	<p>Body patterning Balance</p>		<p>Performance Task Student Project Teacher Observation Rubric Formative/Summative Assessment</p>	<p>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>
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Creating → Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p>	<p>Explore</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>Where do choreographers get ideas for dances?</p>
<p>1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	

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Creating→ Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</p>	<p>Plan</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>What influences choice-making in creating choreography?</p>
<p>1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p>				

Creating→ Anchor Standard 3: Refining and completing projects

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
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Visual and Performing Arts

1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.	Revise	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Choreographers analyze, evaluate, refine, and document their work to communicate meaning. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.				

Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.	Express	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Space, time and energy are basic elements of dance. How do dancers work with space, time and energy to communicate artistic expression?
1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.				

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Visual and Performing Arts

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.				
Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.	Embody Embrace	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. How is the body used as an instrument for technical and artistic expression?
1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.				

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Visual and Performing Arts

<p>1.1.8.Pr5c: 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 non vertical alignment. Maintain organization of the body while moving through space.</p>				
<p>1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p>				
<p>1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>				
<p>Performing → Anchor Standard 6: Conveying meaning through art.</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>

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Visual and Performing Arts

<p>1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p>	<p>Present</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements and audience that heightens and amplifies artistic expression.</p> <p>What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</p>
<p>1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.</p>				
<p>1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p>				
<p>1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.</p>				

Responding → Anchor Standard 7: Perceiving and analyzing products.

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Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.</p>	Analyze	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>How is a dance understood?</p>
<p>1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>				
Responding → Anchor Standard 8: Interpreting intent and meaning.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

<p>I.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</p> <p>How is dance interpreted?</p>
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Responding → Anchor Standard 9: Applying criteria to evaluate products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>	<p>Critique</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Criteria for evaluating dance vary across genres, styles and cultures.</p> <p>What criteria are used to evaluate dance?</p>

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Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.</p>	<p>Synthesize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</p> <p>How does dance deepen our understanding of ourselves, other knowledge and events around us?</p>
<p>1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</p>				

Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.	Relate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html	Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

.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.

Focus Topic: MUSIC		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.B.1 Common, recognizable musical forms often have characteristics related to specific cultural traditions.	Historical eras	http://makingmusicfun.net/	Research Project Summative Assessment Class Discussion	Analyze the application of the elements of music in diverse Western and non-Western

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Visual and Performing Arts

		http://www.state.nj.us/education/modelcurriculum/vpa/m/	In Class Activity	musical works from different historical eras using active listening and by reading and interpreting written scores.
1.1.8.B.2 Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.	Genres Elements of music		Research Project In Class Activity Rubrics Formative/Summative Assessments	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).	Imagine	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts/assessment/index.html	The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources How do musicians generate creative ideas?

Creating→ Anchor Standard 2: Organizing and developing ideas.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p>	<p>Plan Make</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>How do musicians make creative decisions?</p>
<p>1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p>				
<p>Creating→ Anchor Standard 3: Refining and completing projects</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p>	<p>Evaluate Refine</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>How do musicians improve the quality of their creative work?</p>
<p>1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	
<p>Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>
<p>1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.</p>	<p>Select Analyze Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>How do performers select repertoire?</p>

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Visual and Performing Arts

<p>1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p>				
<p>1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.</p>				
<p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p>				
<p>1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</p>				
<p>Performing → Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>

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Visual and Performing Arts

<p>I.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.</p>	<p>Rehearse Evaluate Refine</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>How do musicians improve the quality of their performance?</p>
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Performing→ Anchor Standard 6: Conveying meaning through art.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.</p>	<p>Present</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
<p>I.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>				

Responding→ Anchor Standard 7: Perceiving and analyzing products.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
I.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.	Select Analyze	https://www.state.nj.us/education/aps/cccs/arts/resources.htm		Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
I.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).				
I.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.				
Responding → Anchor Standard 8: Interpreting intent and meaning.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
I.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.	Evaluate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

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			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	How do we judge the quality of musical work(s) and performance(s)?
Responding → Anchor Standard 9: Applying criteria to evaluate products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. How do we discern the musical creators' and performers' expressive intent?
Connecting → Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.				

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a</p>	Interconnection	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p> <p>How do musicians make meaningful connections to creating, performing and responding?</p>
<p>Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	Interconnection	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.</p>

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Visual and Performing Arts

This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?
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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.

Focus Topic: THEATRE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.C.1 Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.	Historical eras	https://www.google.com/culturalinstitute/beta/project/performing-arts	Class Discussion Performance Task Formative/Summative Assessment	Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
1.1.8.C.2 Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.		http://www.state.nj.us/education/modelcurriculum/vpa/t/6u1.shtml	Performance Task Research Project In Class Activity	Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
1.1.8.C.3 Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.		http://www.state.nj.us/education/modelcurriculum/vpa/t/7u1.shtml	Formative/Summative Assessment Journal Class Discussion	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.

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Visual and Performing Arts

<p>1.1.8.C.4 A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p>		<p>http://www.state.nj.us/education/modelcurriculum/vpa/t/8u1.s.html</p>	<p>Formative/Summative Assessment Class Discussion Journal</p>	<p>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.</p>
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Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)	
<p>1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p>	<p>Imagine Envision</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Theatre artists rely on intuition, curiosity and critical inquiry. What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</p>	
<p>1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p>					<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>
<p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p>					

Creating→ Anchor Standard 2: Organizing and developing ideas.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p>	<p>Plan</p> <p>Construct</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Theatre artists work to discover different ways of communicating meaning.</p> <p>How, when, and why do theatre artists' choices change?</p>
Creating→ Anchor Standard 3: Refining and completing projects				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.	Evaluate Clarify Realize	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists refine their work and practice their craft through rehearsal. How do theatre artists transform and edit their initial ideas?
1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	
1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.				
Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.	Choose Rehearse	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists develop personal processes and skills for a performance or design. How do theatre artists fully prepare a performance or design?
1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	

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Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.</p>	<p>Establish Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Theatre artists make choices to convey meaning. How do theatre artists use tools and techniques to communicate ideas and feelings?</p>
<p>I.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle</p>				
Performing→ Anchor Standard 6: Conveying meaning through art.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.4.8.Pr6a: Perform a rehearsed theatrical work for an audience</p>	<p>Share</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation</p>	<p>Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned</p>

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			In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html	worlds to explore the human experience. What happens when theatre artists and audiences share creative experiences?
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Responding→ Anchor Standard 7: Perceiving and analyzing products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work.</p> <p>I.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.</p>	<p>Examine</p> <p>Discern</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>

Responding→ Anchor Standard 8: Interpreting intent and meaning.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.	Interpret	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics. How can the same work of art communicate different messages to different people?
1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.				
1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.				
Responding → Anchor Standard 9: Applying criteria to evaluate products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.4.8.Re9a: Analyze how personal experiences affect artistic choices in a theatrical work.	Critique	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.

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Visual and Performing Arts

1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.				

Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.4.8.Cn10a: Examine a community issue through multiple perspectives in a theatrical work.	Incorporate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Theatre artists allow awareness of interrelationships between self and others to inform their work. What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?

Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.</p>	<p>Affect Expand</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>
<p>1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</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.

Focus Topic: VISUAL ART		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence

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Visual and Performing Arts

<p>1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.</p>	<p>Historical eras Principles of design Elements of art</p>	<p>http://fileservnet-texts.com/asset.aspx?dl=no&id=17317 https://www.google.com/culturalinstitute/beta/category/art-movement http://www.state.nj.us/education/modelcurriculum/vpa/v/</p>	<p>Class Discussion Journal Formative/Summative Assessment In Class Activity</p>	<p>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>1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.</p>			<p>Research Projects Online Modules Journal Formative/Summative Assessments</p>	<p>Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.</p>

Creating→ Anchor Standard 1: Generating and conceptualizing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media</p>	<p>Explore</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Creativity and innovative thinking are essential life skills that can be developed. Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative art-making goals.</p>

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Visual and Performing Arts

<p>1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>What conditions, attitudes and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process? How does knowing the contexts, histories and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?</p>
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Creating→ Anchor Standard 2: Organizing and developing ideas.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process</p>	<p>Investigate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches. Artists and designers balance experimentation and safety, freedom and responsibility, while developing and creating artworks. People create and interact with objects, places and design that define, shape, enhance, and empower their lives.</p>
<p>1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics.</p>				

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<p>1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience.</p>				<p>How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error? How do artists and designers care for and maintain materials, tools and equipment? Why is it important, for safety and health, to understand and follow correct procedures in handling materials, tools and equipment? What responsibilities come with the freedom to create? How do objects, places and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?</p>
<p>Creating → Anchor Standard 3: Refining and completing projects</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>

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Visual and Performing Arts

<p>1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement.</p>	<p>Reflect Refine Continue</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Artists and designers develop excellence through practice and constructive critique, reflecting on, revising and refining work over time.</p> <p>What role does persistence play in revising, refining and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?</p>
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Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</p>	<p>Analyze</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting and curating objects artifacts, and artworks for preservation and presentation.</p> <p>How are artworks cared for and by whom? What criteria, methods and processes are used to select work for preservation or presentation? Why do people value objects, artifacts and</p>

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				artworks, and select them for presentation?
Performing→ Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	Select	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it. What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?
Performing→ Anchor Standard 6: Conveying meaning through art.				

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.</p>	<p>Share</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Objects, artifacts and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural and political experiences resulting in the cultivating of appreciation and understanding.</p> <p>What is an art museum? How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences? How do objects, artifacts and artworks collected, preserved, or presented, cultivate appreciation and understanding?</p>
<p>Responding→ Anchor Standard 7: Perceiving and analyzing products.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</p>	<p>Perceive</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Visual arts influences understanding of and responses to the world.</p> <p>How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? What is visual art? Where and how do we encounter visual arts in our world? How do visual arts influence our views of the world?</p>
<p>1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</p>				<p>Responding → Anchor Standard 8: Interpreting intent and meaning.</p>
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>
<p>1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>People gain insights into meanings of artworks by engaging in the process of art criticism.</p> <p>What is the value of engaging in the process of art criticism? How can the</p>

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understanding messages or ideas and mood conveyed.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	viewer "read" a work of art as text? How does knowing and using visual art vocabulary help us understand and interpret works of art?
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Responding→ Anchor Standard 9: Applying criteria to evaluate products.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork.	Analyze	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	People evaluate art based on various criteria. How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?

Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity.</p>	<p>Synthesize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge and experiences.</p> <p>How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through artmaking?</p>
<p>Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

*Standards in BLUE are 2020 updates.

<p>1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</p>	<p>Relate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>
<p>1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change.</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>Focus Topic: HISTORY OF THE ARTS AND CULTURE</p>		<p>Grade Levels: 6-8 (By the end of grade 8)</p>		
<p>Learning Standard</p>	<p>New Vocabulary</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Student Evidence</p>
<p>1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.</p>		<p>http://fileserver.net-texts.com/asset.aspx?dl=no&id=77146</p>	<p>Performance Task Research Project Formative/Summative Assessment</p>	<p>Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</p>

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Visual and Performing Arts

1.2.8.A.2 Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.		http://fileserver.net-texts.com/asset.aspx?dl=no&id=12209	Class Discussion Research Project Formative/Summative Assessment	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 The arts reflect cultural mores and personal aesthetics throughout the ages.		http://fileserver.net-texts.com/asset.aspx?dl=no&id=12138 http://www.smithsoniansource.org/display/lessonplan/viewdetails.aspx?TopicId=1007&LessonPlanId=1006	Journal Formative/Summative Assessment Class Discussion/Activity	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

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.

Focus Topic: DANCE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.A.1 Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.	Movement affinities Effort actions		Performance Task Peer Evaluation Class Activity Teacher Observation	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.

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Visual and Performing Arts

1.3.8.A.2 Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.			Performance Task Teacher Observation Rubric Student Project	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
1.3.8.A.3 Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity.	Kinesthetic principles		Performance Task Teacher Observation Rubric Class Activity	Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
1.3.8.A.4 Technology and media arts are often catalysts for creating original choreographic compositions.	Media arts		Online Modules Performance Task Student Project Summative Assessment Rubric	Use media arts and technology in the creation and performance of short, original choreographic compositions.

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.

Focus Topic: MUSIC		Grade Level: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.B.1 Western, non-Western, and avant-garde notation systems		http://lessonplanspage.com/music/	Performance Task Teacher Observation	Perform instrumental or vocal compositions using complex standard and non-standard Western,

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Visual and Performing Arts

have distinctly different characteristics.				non-Western, and avant-garde notation.
1.3.8.B.2 Stylistic considerations vary across genres, cultures, and historical eras.	Genres Historical eras		Performance Task Teacher Observation Peer Evaluation Rubric	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.3.8.B.3 Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.			Student Project Summative Assessment	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
1.3.8.B.4 Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.	Elements of music Historical eras Genres		Performance Task Summative Assessment	Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

1.3 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.

Focus Topic: THEATRE	Grade Levels: 6-8 (By the end of grade 8)
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*Standards in BLUE are 2020 updates.

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.C.1 Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character’s intent vary in live performances and recorded venues.		https://educators.brainpop.com/bp-topic/drama/	Student Project Rubric Formative/Summative Assessments	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 Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.	Physical skills Vocal skills		Student Project Rubric Formative/Summative Assessments	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.

1.3 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.

Focus Topic: VISUAL ART	Grade Levels: 6-8 (By the end of grade 8)
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*Standards in BLUE are 2020 updates.

Visual and Performing Arts

Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.3.8.D.1 The creation of art is driven by the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.	Art media Art mediums	http://artinaction.org/free-sample/?gclid=CjwKEAiAxKrFBRDm25f60OegtwwSJABgEC-ZxwAcoqmPbhCIATwwUHU Ncp4wTVrnXKk-V4diXvR1hoCGbjw_wcB	Performance Activity Rubric Research Project Hands On Activity Formative/Summative Assessments	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 Themes in art are often communicated through symbolism, allegory, or irony. There are a wide variety of art mediums, each having appropriate tools and processes for the production of artwork. Fluency in these mediums, and the use of the appropriate tools associated with working in these mediums, are components of art-making.			Performance Activity Rubric Research Project Hands On Activity Formative/Summative Assessments	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 The classification of art into various art genres depends on the formal aspects of visual statements (e.g., physical properties, theoretical components, cultural context). Many genres of art are associated with discipline-specific arts terminology	Genres Discipline-specific art terminology		Class Discussions In Class/Hands On Activity Rubric Teacher Observation	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.

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Visual and Performing Arts

1.3.8.D.4 Universal themes exist in art across historical eras and cultures. Art may embrace multiple solutions to a problem.	Historical eras	https://www.google.com/culturalinstitute/beta/project/latino-cultures	Performance Task Student Project Teacher Observation	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 Each of the many genres of art is associated with discipline-specific arts terminology and a stylistic approach to art-making.			Class Discussion Performance Task In Class Activity	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 The visual possibilities and inherent qualities of traditional and contemporary art materials (including digital media) may inform choices about visual communication and art-making techniques.			Online Modules Research/Student Project Formative/Summative Assessment	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 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.

Focus Topic: AESTHETIC RESPONSE		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.8.A.1 Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate	Archetypal Consummate works of art	http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Class Discussion In Class Activity	Generate observational and emotional responses to diverse culturally and

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Visual and Performing Arts

works of art requires knowledge and understanding of culturally specific art within historical contexts.			Formative/Summative Assessment	historically specific works of dance, music, theatre, and visual art.
1.4.8.A.2 Art may be used for utilitarian and non-utilitarian purposes.	Utilitarian Non-utilitarian		Research Project Rubric	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.3 Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.	Historical era genre		Research Project Journal Formative/Summative Assessments	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 Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.			Research Project Journal Formative/Summative Assessments	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.A.5 Symbolism and metaphor are characteristics of art and art-making.			In Class Activity Exit Ticket Formative/Summative Assessments	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
1.4.8.A.6 Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.			Class Discussion Research Project Rubric	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 Artwork may be both utilitarian and non-utilitarian. Relative merits of works of art can be assessed			Research Project Journal	Analyze the form, function, craftsmanship, and originality of

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Visual and Performing Arts

through analysis of form, function, craftsmanship, and originality.			Formative/Summative Assessments	representative works of dance, music, theatre, and visual art.
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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.

Focus Topic: CRITIQUE METHODOLOGIES		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.4.8.B.1 Assessing a work of art without critiquing the artist requires objectivity and an understanding of the work's content and form.		https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Research Project Rubrics Journal	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 Visual fluency is the ability to differentiate formal and informal structures and objectively apply observable criteria to the assessment of artworks, without consideration of the artist.			Class Discussion In Class Activity Formative/Summative Assessments	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
1.4.8.B.3 Universal elements of art and principles of design apply equally to artwork across cultures and historical eras.	Historical eras		Research Project Rubrics Journal	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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Focus Topic: Media Arts		Grade Levels: 6-8 (By the end of grade 8)		
Creating→ Anchor Standard 1: Generating and conceptualizing ideas.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.	Conceive	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression. How do media artists generate ideas and formulate artistic intent? How does collaboration expand and affect the creative process? How can creative risks be encouraged?
1.2.8.Cr1b: Organize and design artistic ideas for media arts productions				
1.2.8.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.				
Creating→ Anchor Standard 2: Organizing and developing ideas.				

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.8.Cr2a: Organize and design artistic ideas for media arts productions.	Develop	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Media artists plan, organize, and develop creative ideas that can effectively realize the artistic intent and communicate meaning. How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?
1.2.8.Cr2b: Critique plans, prototypes and production processes considering purposeful and expressive intent.				

Creating→ Anchor Standard 3: Refining and completing projects

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.8.Cr3a: Experiment with and implement multiple approaches that integrate content and stylistic conventions.	Construct	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity	The forming, integration and refinement of aesthetic components, principles and processes creates purpose, meaning and artistic quality in media artworks.

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Visual and Performing Arts

1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying points of view and perspective.			https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	How can an artist construct a media artwork that conveys purpose, meaning and artistic quality? How do media artists improve/refine their work?
1.2.8.Cr3c: Refine and modify artistic choices to reflect an understanding of purpose, narrative structures, composition, audience, and context.				

Performing → Anchor Standard 4: Selecting, Analyzing, and interpreting work.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.8.Pr4a: Experiment with and integrate multiple forms, approaches and content to coordinate, produce and implement media artworks that convey purpose and meaning (e.g., narratives, video games, interdisciplinary projects, multimedia theatre).	Practice	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication. How are complex media arts experiences constructed? At what point is a work considered "complete"?

Performing → Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

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Visual and Performing Arts

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>I.2.8.Pr5a: Develop and demonstrate a variety of artistic, design, technical, and soft skills (e.g., self initiative, problem solving, collaborative communication) through performing various roles in producing media artworks.</p>	<p>Integrate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Media artists require a range of skills and abilities to creatively solve problems.</p> <p>How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?</p>
<p>I.2.8.Pr5b: Develop and demonstrate creativity and adaptability, through processes such as testing constraints and divergent solutions, within and through media arts productions.</p>				
<p>I.2.8.Pr5c: Develop and demonstrate creativity and adaptability in standard and experimental ways, to construct, achieve assigned purpose, and communicate intent in media artworks.</p>				

Performing → Anchor Standard 6: Conveying meaning through art.

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Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.	Present	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html	Media artists present, share and distribute media artworks through various social, cultural and political contexts. How do time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow? Why do various venues exist for presenting, sharing or distributing media artworks?
1.2.8.Pr6b: Analyze benefits and impacts from presenting media artworks.				
Responding→ Anchor Standard 7: Perceiving and analyzing products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.</p>	<p>Perceive</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p>	<p>An artist's appreciation of media artworks is influenced by their interests, experiences, understandings and purposes. Identifying the qualities and characteristics of media artworks improves the individual's aesthetic and empathetic awareness.</p>
<p>1.2.8.Re7b: Compare, contrast and analyze how various forms, methods and styles in media artworks affect and manage audience experience and create intention when addressing global issues including climate change.</p>			<p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>How do we analyze and react to media artworks? How do media artworks function to convey meaning and influence audience experience?</p>
<p>Responding → Anchor Standard 8: Interpreting intent and meaning.</p>				
<p>Learning Standard</p>	<p>Practice</p>	<p>Resources</p>	<p>Benchmarks/ Assessments</p>	<p>Essential Understanding and Essential Question(s)</p>
<p>1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.</p>	<p>Interpret</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</p>	<p>Interpretation and appreciation of an artwork and its media require consideration of form, context, and personal experience. Analysis of media artworks provides clues to their expressive intent.</p> <p>How do people relate to and interpret media artworks? How can the viewer "read" a work of art as text? How does knowing and using arts vocabulary</p>

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				help us understand and interpret works of art?
Responding→ Anchor Standard 9: Applying criteria to evaluate products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
1.2.8.Re9a: Evaluate media art works and production processes at decisive stages, using identified criteria, and considering context and artistic goals.	Evaluate	https://www.state.nj.us/education/aps/cccs/arts/resources.htm	Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity https://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Evaluation and critique are vital components of experiencing, appreciating and producing media artworks. How and why do we value and judge media artworks? When and how should we evaluate and critique media artworks to improve them? How is a personal preference different from an evaluation?
Connecting→ Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.				
Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)

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Visual and Performing Arts

<p>1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.</p>	<p>Synthesize</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Through creating media artworks, people make meaning by investigating and developing an awareness of culture and experiences.</p> <p>How does engaging in creating media artworks enrich people's lives? How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?</p>
<p>1.2.8.Cn10b: Explain and demonstrate how media artworks expand meaning and knowledge and create cultural experiences, such as local and global events.</p>				

Connecting→ Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Learning Standard	Practice	Resources	Benchmarks/ Assessments	Essential Understanding and Essential Question(s)
<p>1.2.8.Cn11a: Access, evaluate and use internal and external resources and context to inform the creation of media artworks (e.g., cultural and societal knowledge, research, exemplary works).</p>	<p>Relate</p>	<p>https://www.state.nj.us/education/aps/cccs/arts/resources.htm</p>	<p>Performance Task Student Project Summative Assessment Teacher Observation In-Class Activity</p> <p>https://www.state.nj.us/education/aps/cccs/arts/arts-assessment/index.html</p>	<p>Understanding connections to varied contexts and daily life enhances a media artist's work.</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art mirror aspects of life? How do the other arts, disciplines, contexts, and daily life inform the creation,</p>

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Visual and Performing Arts

1.2.8.Cn11b: Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences (e.g., via local and global events considering fair use and copyright, ethics, media literacy).				performance and response to media arts?
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Modifications/Accommodations

ELL	Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk, advance notes
Special Education	Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models, use of calculator, enlarged coordinate grid paper
G&T	Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

<u>Topic</u>	<u>Standard</u>	<u>Standard Description</u>
21st Century Themes and Skills	N.J.A.C. 6A:8-1.1(a)3	“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and

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		accountability, and leadership and responsibility.
Amistad Law	N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.
Holocaust Law	N.J.S.A. 18A:35-28	Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
LGBT and Disabilities Law	N.J.S.A. 18A:35-4.35	A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

GLOSSARY

- ARCHETYPAL Archetypal work of art: An artwork that epitomizes a genre of art.
- ART GENRES Art genres: Artworks that share characteristic approaches to content, form, style, and design. Each of the four arts disciplines is associated with different genres.
- ART MEDIUM(S) Art medium(s): Any material or technique used for expression in art. In art, "medium" refers to the physical substance used to create artwork. Types of materials include clay, pencil, paint, and others.
- ARTISTIC PROCESSES Artistic processes: For example, expressionism, abstractionism/nonobjectivism, realism, naturalism, impressionism, and others.

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- ARTS MEDIA Arts media: Artistic methods, processes, or means of expression (e.g., presentation mechanisms such as screen, print, auditory, or tactile modes) used to produce a work of art.
- BALANCE Balance: For example, in dance, complementary positions that are on or off the vertical, horizontal, or transverse axes.
- BASIC LITERACY Basic Literacy: A level of achievement that indicates a student meets or exceeds the K-5 arts standards. Basic Literacy is attained when a student can: 1. Respond to artworks with empathy. 2. Understand that artwork reflects historical, cultural, and aesthetic perspectives. 3. Perform in all four arts disciplines at an age-appropriate level. 4. Draw similarities within and across the arts disciplines.
- BODY PATTERNING Body patterning: For example, in dance, unilateral movement, contra-lateral movement, upper/lower body coordination, or standing or moving on two feet vs. one foot during movement patterns.
- CHARACTERISTICS OF A WELL-MADE PLAY 43 Characteristics of a well-made play: Inciting incident, confrontation, rising action, climax, dénouement, and resolution.
- CHOREOGRAPHIC STRUCTURES Choreographic structures: For example, AB, ABA, canon, call and response, narrative, rondo, palindrome, theme, variation, and others.
- COMPETENCY Competency: A level of achievement that indicates a student meets or exceeds the K-8 arts standards. Competency is attained when a student can: 1. Respond to artworks with developing understanding, calling upon acquaintance with works of art from a variety of cultures and historical periods. 2. Perceive artworks from structural, historical, cultural, and aesthetic perspectives. 3. Perform in a chosen area of the arts with developing technical ability, as well as the ability to recognize and conceive solutions to artistic problems. 4. Understand how various types of arts knowledge and skills are related within and across the arts disciplines.
- COMPOUND METER Compound meter: Measures of music in which the upper numerator is divisible by three such as 6/8 or 9/8 time.
- CONSUMMATE WORKS OF ART Consummate works of art: Expertly articulated concepts or renderings of artwork.
- DISCIPLINE-SPECIFIC ARTS TERMINOLOGY Discipline-specific arts terminology: Language used to talk about art that is specific to the arts discipline (dance, music, theatre, or visual art) in which it was created.

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- **EAR TRAINING AND LISTENING SKILL** Ear training and listening skill: The development of sensitivity to relative pitch, rhythm, timbre, dynamics, form, and melody, and the application of sight singing/reading or playing techniques, diction/intonation, chord recognition, error detection, and related activities.
- **EFFORT ACTIONS** Effort Actions: "Effort actions," or more accurately "incomplete effort actions," specifically refers to nomenclature from Laban Movement Analysis—perhaps the most commonly employed international language of dance. The term refers to any of eight broad classifications or categories of movement: gliding, floating, dabbing, flicking, slashing, thrusting, pressing, and wringing. Each effort 44 action has a specific relationship to the elements of dance (i.e., time, space, and energy) and is paired with another effort action (gliding & floating, dabbing & flicking, slashing & thrusting, pressing & wringing).
- **ELEMENTS OF ART** Elements of art: The compositional building blocks of visual art, including line, color, shape, form, texture, and space.
- **ELEMENTS OF DANCE** Elements of dance: The compositional building blocks of dance, including time, space, and energy.
- **ELEMENTS OF MUSIC** Elements of music: The compositional building blocks of music, including texture, harmony, melody, and rhythm.
- **ELEMENTS OF THEATRE** Elements of theatre: The compositional building blocks of theatre, including but not limited to plot, character, action, spectacle, and sound.
- **EXEMPLARY WORKS** Exemplary works: Works representing genres of art that may be examined from structural, historical, and cultural perspectives.
- **FORMALISM** Formalism: The concept that a work's artistic value is entirely determined by its form—the way it is made, its purely visual aspects, and its medium. The context for the work is of secondary importance. Formalism predominated Western art from the late 1800s to the 1960s.
- **GRADES K-2 AND 3-5** Grades K-2 and 3-5: All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts.

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Visual and Performing Arts

- GRADE 8 Grades 6-8: In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by student choice. The expectation at this level is that all students demonstrate competency in the content knowledge and skills delineated for the selected arts discipline.
- HISTORICAL ERAS Historical eras in the arts: Artworks that share distinct characteristics and common themes associated with a period of history.
- HOME TONE Home tone: The first or key tone of any scale; the same as the tonic.
- KINESTHETIC AWARENESS Kinesthetic awareness: Spatial sense.
- KINESTHETIC PRINCIPLES Principles having to do with the physics of movement, such as work, force, velocity, and torque.
- LOCOMOTOR AND NON-LOCOMOTOR MOVEMENTS Locomotor and non-locomotor movements: Locomotor movements involve travel through space (e.g., walking, running, hopping, jumping, leaping, galloping, sliding, skipping), while non-locomotor movements are performed within a personal kinesphere and do not travel through space (e.g., axial turns).
- MEDIA ARTS Media Arts: For example, television, film, video, radio, and electronic media.
- MIXED METER Mixed meter: A time signature in which each measure is divided into three or more parts, or two uneven parts, calling for the measures to be played with principles, and with subordinate metric accents causing the sensation of beats (e.g., 5/4 and 7/4 time, among others).
- MOVEMENT AFFINITIES Movement affinities: The execution of dance phrases with relation to music. Dancers tend toward either lyricism (using the expressive quality of music through the full extension of the body following the accented beat), or bravura dancing (in which the dancer tends to accent the musical beat). Both are technically correct, but are used in different circumstances.
- MUSIC COMPOSITION Music composition: Prescribed rules and forms used to create music, such as melodic line and basic chordal structures, many of which are embedded in electronic music notation programs, and which can apply equally to improvised and scored music.
- MUSICAL FAMILIES Musical families: The categorization of musical instruments according to shared physical properties, such as strings, percussion, brass, or woodwinds.
- NEW ART MEDIA AND METHODOLOGIES New art media and methodologies: Artistic works that have a technological component, such as digital art, computer graphics, computer animation, virtual art, computer robotics, and others. ORFF

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INSTRUMENTS Orff instruments: Precursors to melodic musical instruments, such as hand drums, xylophones, metallophones, wood blocks, triangles, and others.

- **OSTINATOS** Ostinato: A short melodic phrase persistently repeated by the same voice or instrument.
- **PHYSICAL AND VOCAL SKILLS** Physical and vocal skills: For example, articulation, breath control, projection, body alignment.
- **PRESCHOOL** Preschool: All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is that preschool students attain foundational skills that progress toward basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level arts standards, as developmentally appropriate.
- **PRINCIPLES OF DESIGN** Principles of design: Balance, proportion, rhythm, emphasis, and unity.
- **PROFICIENCY** Proficiency: A level of achievement that indicates a student meets or exceeds the K-12 arts standards. Proficiency is attained when a student can: 1. Respond to artworks with insight and depth of understanding, calling upon informed acquaintance with exemplary works of art from a variety of cultures and historical periods. 2. Develop and present basic analyses of artworks from structural, historical, cultural, and aesthetic perspectives, pointing to their impact on contemporary modes of expression. 3. Perform in a chosen area of the arts with consistency, artistic nuance, and technical ability, defining and solving artistic problems with insight, reason, and technical proficiency. 4. Relate various types of arts knowledge and skills within and across the arts disciplines, by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related project.
- **SENSORY RECALL** Sensory recall: A technique actors commonly employ to heighten the believability of a character, which involves using sense memory to inform their choices.
- **TECHNICAL PROFICIENCY AND ARTISTRY IN DANCE PERFORMANCE:** Technical proficiency and artistry in dance performance: Works executed with clarity, musicality, and stylistic nuance that exhibit sound anatomical and kinesthetic principles.
- **TECHNICAL THEATRICAL ELEMENTS** Technical theatrical elements: Technical aspects of theatre, such as lighting, sets, properties, and sound. **THEATRICAL GENRES** Theatrical genres: Classifications of plays with common characteristics. For

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example, classical plays, postmodern drama, commedia dell' arte, historical plays, restoration comedy, English renaissance revenge plays, and others.

- UTILITARIAN AND NON-UTILITARIAN Utilitarian and non-utilitarian art: Art may be functional (i.e., utilitarian) or decorative (i.e., non-utilitarian).
- VISUAL COMMUNICATION Visual communication: The sharing of ideas primarily through visual means—a concept that is commonly associated with two dimensional images. Visual communication explores the notion that visual messages have power to inform, educate or persuade. The success of visual communication is often determined by measuring the audience's comprehension of the artist's intent, and is not based aesthetic or artistic preference. In the era of electronic communication, the importance of visual communication is heightened because visual displays help users understand the communication taking place.
- VISUAL LITERACY Visual literacy: The ability to understand subject matter and the meaning of visual artworks within a given cultural context; the ability to communicate in a wide array of art media and express oneself in at least one visual discipline.
- VOCAL PLACEMENT Vocal placement: The physical properties and basic anatomy of sound generated by placing the voice in different parts of the body, such as a head voice and chest voice.

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