

**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: 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	<a href="http://www.state.nj.us/education/modelcurriculum/vpa/d/5u1.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/d/5u1.shtml</a>	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.

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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<b>Focus Topic: MUSIC</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
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	<a href="http://makingmusicfun.net/">http://makingmusicfun.net/</a>  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/m/">http://www.state.nj.us/education/modelcurriculum/vpa/m/</a>	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.

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Focus Topic: THEATRE		Grade Levels: 3-5 (By the end of grade 5)		
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	<a href="https://www.google.com/culturalinstitute/beta/project/performing-arts">https://www.google.com/culturalinstitute/beta/project/performing-arts</a> <a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/3u1.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/3u1.shtml</a>  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/5u1.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/5u1.shtml</a>	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.

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Focus Topic: VISUAL ART		Grade Levels: 3-5 (By the end of grade 5)		
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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	<a href="http://www.state.nj.us/education/modelcurriculum/vpa/v/">http://www.state.nj.us/education/modelcurriculum/vpa/v/</a>	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.

**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.

<b>Focus Topic: HISTORY OF THE ARTS AND CULTURE</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
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.smithsoniansoeruce.org/display/lessonplan/viewdetails.aspx?TopicId=1007&amp;LessonPlanId=1006">http://www.smithsoniansoeruce.org/display/lessonplan/viewdetails.aspx?TopicId=1007&amp;LessonPlanId=1006</a> <a href="http://www.smithsoniansoeruce.org/display/lessonplan/viewdetails.aspx?TopicId=1007&amp;LessonPlanId=1006">http://www.smithsoniansoeruce.org/display/lessonplan/viewdetails.aspx?TopicId=1007&amp;LessonPlanId=1006</a>	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		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.			Performance Task Research/Student Project	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

		<a href="http://fileserver.net-texts.com/asset.aspx?dl=n&amp;id=12209">http://fileserver.net-texts.com/asset.aspx?dl=n&amp;id=12209</a> <a href="http://fileserver.net-texts.com/asset.aspx?dl=n&amp;id=12138">http://fileserver.net-texts.com/asset.aspx?dl=n&amp;id=12138</a> <a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/5u2.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/5u2.shtml</a>	Formative/Summative Assessments  Rubric	
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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.

<b>Focus Topic: DANCE</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
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.	Stimuli	<a href="http://www.state.nj.us/education/modelcurriculum/vpa/d/3u3.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/d/3u3.shtml</a>	Student Project Teacher Observation Formative/Summative Assessment Performance Task	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.
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.	Improvisation		Student Project Teacher Observation Formative/Summative Assessment Performance Task	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.
1.3.5.A.3 Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.			Student/Peer Project Performance Task Rubric/Teacher Observation	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

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.	Kinesthetic principles Kinesthetic awareness		Hands On Project/Performance Task Exit Ticket Summative Assessment Teacher Observation	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1.3.5.A.5 Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement.			Student Project Performance Task Teacher Observation Rubric Summative Assessment	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

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<b>Focus Topic: MUSIC</b>		<b>Grade Level: 3-5 (By the end of grade 5)</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
1.3.5.B.1 Complex scores may include compound meters and the grand staff.	Mixed meter Compound meter		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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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	<a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/3u3.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/3u3.shtml</a>  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/5u3.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/5u3.shtml</a>	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.

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Focus Topic: VISUAL ART	Grade Levels: 3-5 (By the end of grade 5)
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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	<a href="https://www.google.com/culturalinstitute/beta/project/latin-o-cultures">https://www.google.com/culturalinstitute/beta/project/latin-o-cultures</a>  <a href="https://www.google.com/culturalinstitute/beta/category/art-movement">https://www.google.com/culturalinstitute/beta/category/art-movement</a>	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	<a href="https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster">https://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Adjective_Monster</a>	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 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	<a href="http://www.state.nj.us/education/modelcurriculum/vpa/t/3u2.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/t/3u2.shtml</a>	Research Project In Class Activity Class Discussion Formative/Summative Assessment	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
1.4.5.A.2 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.

<b>Focus Topic: CRITIQUE METHODOLOGIES</b>		<b>Grade Levels: 3-5 (By the end of grade 5)</b>		
<b>Learning Standard</b>	<b>New Vocabulary</b>	<b>Resources</b>	<b>Benchmarks/ Assessments</b>	<b>Student Evidence</b>
1.4.5.B.1 Identifying criteria for evaluating performances results in deeper understanding of art and art-making.		<a href="http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html">http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html</a>  <a href="http://www.state.nj.us/education/modelcurriculum/vpa/d/3u2.shtml">http://www.state.nj.us/education/modelcurriculum/vpa/d/3u2.shtml</a>	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.			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,	Discipline-specific arts terminology		Research Project Summative Assessment	Use discipline-specific arts terminology to evaluate the

<p>music, theatre, and visual art, each also has its own discipline-specific arts terminology.</p>				<p>strengths and weaknesses of works of dance, music, theatre, and visual art.</p>
<p>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.</p>			<p>Research Project Online Modules Summative Assessment</p>	<p>Define technical proficiency, using the elements of the arts and principles of design.</p>
<p>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?).</p>			<p>Research/Student Project Rubrics Summative Assessment Online Modules</p>	<p>Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.</p>