

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: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.A.1 Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.	Choreographic structures Elements of dance	http://www.state.nj.us/education/modelcurriculum/vpa/d/6u1.shtml http://www.state.nj.us/education/modelcurriculum/vpa/d/8u1.shtml	Observation Class Discussion	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
1.1.8.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.			Performance Task In Class Activity Summative Assessment	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.
1.1.8.A.3 Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.	Arts media		Online Modules Research Project Class Discussion In Class Activity Observation	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).

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<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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Focus Topic: MUSIC		Grade Levels: 6-8 (By the end of grade 8)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
<p>1.1.8.B.1 Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p>	<p>Historical eras</p>	<p>http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/</p>	<p>Research Project Summative Assessment Class Discussion In Class Activity</p>	<p>Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.</p>
<p>1.1.8.B.2 Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p>	<p>Genres Elements of music</p>		<p>Research Project In Class Activity Rubrics Formative/Summative Assessments</p>	<p>Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.</p>

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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.s.html	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.s.html	Formative/Summative Assessment Journal Class Discussion	Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
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.		http://www.state.nj.us/education/modelcurriculum/vpa/t/8u1.s.html	Formative/Summative Assessment Class Discussion Journal	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.

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Focus Topic: VISUAL ART	Grade Levels: 6-8 (By the end of grade 8)
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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.1.8.D.1 Art is a universal language. Visual communication through art crosses cultural and language barriers throughout time.	Historical eras Principles of design Elements of art	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/	Class Discussion Journal Formative/Summative Assessment In Class Activity	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
1.1.8.D.2 The study of masterworks of art from diverse cultures and different historical eras assists in understanding specific cultures.			Research Projects Online Modules Journal Formative/Summative Assessments	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

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: 6-8 (By the end of grade 8)
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Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence
1.2.8.A.1 Technological changes have and will continue to substantially influence the development and nature of the arts.		http://fileserver.net-texts.com/asset.aspx?dl=n&o&id=77146	Performance Task Research Project Formative/Summative Assessment	Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
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=n&o&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=n&o&id=12138 http://www.smithsonianso urce.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	Movement affinities Effort actions		Performance Task Peer Evaluation Class Activity	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works

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affinities and effort actions impact dynamic tension and spatial relationships.			Teacher Observation	by manipulating aspects of time, space, and energy.
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.

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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 have distinctly different characteristics.		http://lessonplanspage.com/music/	Performance Task Teacher Observation	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

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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.

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Focus Topic: THEATRE		Grade Levels: 6-8 (By the end of grade 8)		
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		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.

vary in live performances and 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.

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Focus Topic: VISUAL ART		Grade Levels: 6-8 (By the end of grade 8)		
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/fre-e-sample/?gclid=CjwKEAIAxKrFBRDm25f60OegtwwSJABgEC-ZxwAcoqmPbhCIATwUHUNcp4wTVrmxKk-V4di_XvR1hoCGbjw_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			Performance Activity Rubric Research Project	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art,

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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.			Hands On Activity Formative/Summative Assessments	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	https://www.google.com/culturalinstitute/beta/project/latino-cultures	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.
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		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)
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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 works of art requires knowledge and understanding of culturally specific art within historical contexts.	Archetypal Consummate works of art	http://www.state.nj.us/education/aps/cccs/arts/arts_assessment/index.html	Class Discussion In Class Activity Formative/Summative Assessment	Generate observational and emotional responses to diverse culturally and 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			Research Project	Analyze the form, function, craftsmanship, and originality of

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