

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-young-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 movement 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.
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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Focus Topic: MUSIC		Grade Levels: K-2 (By the end of grade 2)		
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/ http://makingmusicfun.net/ http://www.state.nj.us/education/modelcurriculum/vpa/m/	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.			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	Categorize families of instruments and identify their associated musical properties.

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Focus Topic: THEATRE		Grade Levels: K-2 (By the end of grade 2)		
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.

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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.

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 https://www.google.com/culturalinstitute/beta/project/latino-cultures	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.
1.2.2.A.2 The function and purpose of art-making across cultures is a reflection of societal values and beliefs.			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/lesson/s/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., low, middle, and high), and spatial pathway.
1.3.2.A.3 sequences is 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	Locomotor Non-locomotor		Performance Task Self and Peer Evaluation	Create and perform original movement sequences alone and

thematic content of solo and ensemble dances.			Student Project	with a partner using locomotor and non-locomotor movements at various levels in space.
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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/5751a7f9-9acc-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 basic anatomy and the physical properties of sound.	Vocal placement		Teacher Observation In-Class Activity Rubrics	Demonstrate developmentally appropriate vocal 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.

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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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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-	Teacher Observation In-Class Activity	Portray characters when given specifics about circumstances, plot, and thematic intent,

		4/Harriet_Tubman_Dancing_on_the_Freedom_Trail	Formative/Summative Assessment	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.

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Focus Topic: VISUAL ARTS		Grade Levels: K-2 (By the end of grade 2)		
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	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.

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application methods for exploring solutions to creative problems.				
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 Exit Ticket	Create works of art that are based on observations of the physical world and that illustrate how art is part of everyday life, using a variety of art mediums and art media .

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

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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 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.

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Focus Topic: CRITIQUE METHODOLOGIES		Grade Levels: K-2 (By the end of grade 2)		
Learning Standard	New Vocabulary	Resources	Benchmarks/ Assessments	Student Evidence

<p>1.4.2.B.1 Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.</p>			<p>Formative/Summative Assessments Class Discussion Student Project</p>	<p>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.</p>
<p>1.4.2.B.2 Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.</p>			<p>Class Discussion Student Project Peer Evaluation</p>	<p>Apply the principles of positive critique in giving and receiving responses to performances.</p>
<p>1.4.2.B.3 Contextual clues are embedded in works of art and provide insight into artistic intent.</p>			<p>Class Discussion Observation</p>	<p>Recognize the making subject or theme in works of dance, music, theatre, and visual art.</p>