

Frelinghuysen Township School District



Visual and Performing Arts Curriculum

Music, Visual Art, Dance, Theatre

Frelinghuysen Township School District Visual and Performing Arts Curriculum

Frelinghuysen Township School District Mission Statement

Frelinghuysen Township School District is a small and caring community. Its mission is:

- To provide all students a superior individualized education
- To create strategic partnerships with parents and the community to meet students' needs
- To provide a compassionate, safe and supportive environment
- To support innovative practices by effectively leveraging technology
- To develop confident students who will be productive, contributing members of a constantly changing global society

Curricular Philosophy

The Visual and Performing Arts Curriculum was created for Frelinghuysen School District using resources from past curriculum, the New Jersey Student Learning Standards and an analysis of the needs of our students.

The curriculum is based on the Understanding by Design (UbD) philosophy which emphasizes using a backwards design that uses goals to drive the learning plan. This ensures that instruction is focused and driven by specific learning outcomes. Units are organized into themes and learning goals, with pacing guides and suggested resources for teachers to use to guide daily instruction.

Frelinghuysen Township School seeks to provide our students with a well-rounded curriculum supported by best practices in education to guide our students throughout their entire educational journey. This curriculum was created with the intention of keeping with our mission of developing productive students through a superior, individualized education that effectively leverages technology in a safe and supportive school community.

Written by:

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Some areas adapted and revised with permission from the following:
2012-2013 Music Curriculum written by the North Warren Cluster
2012-2013 Visual Art Curriculum written by the North Warren Cluster
2018 Blairstown Elementary School District Dance Curriculum written by the Blairstown Curriculum Committee

Board of Education adoption: September, 2022

Frelinghuysen Township School District Visual and Performing Arts Curriculum

Music K-2

Unit 1: Listening, Responding and Performing Elements of Music

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.

1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections

1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.

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.

1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

1.3A.2.Pr6b: Perform appropriately for the audience and purpose

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

21st Century Life and Career Standards

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

Learning Outcomes

Students will be able to....

- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.

Students will be able to answer....

- How are the elements of music represented in diverse scores?
- What are the different musical elements?

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- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
 - 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.
 - Categorize families of instruments and identify their associated musical properties.
 - Sing a variety of songs with expression, independently and with others.
 - Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
 - Clap or sing songs with repetitive phrases and rhythmic patterns.
 - Listen to, imitate, and improvise sounds, patterns, or songs.
 - Participate in and listen to music from a variety of cultures and times.
 - Recognize and name a variety of music elements using appropriate music vocabulary.
 - Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
 - Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
 - Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
 - 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.
 - Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
 - Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms
- How can we identify musical elements as a response to rhythm, timbre, dynamics, form and melody?
 - How can we identify sound sources?
 - What are the familial categories of instruments?
 - What are the musical properties of various instrument families?
 - How do we sing songs with expression?
 - How are instruments used to create music?
 - Can I demonstrate beats and tempos with instruments?
 - How do actively listen to music?
 - Can I recognize different musical elements?
 - How do we demonstrate pitch?
 - How do we blend and sing in unison?
 - How do we breath when we sing?
 - Can we follow an AB and ABA format in singing?

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<p>independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.</p> <ul style="list-style-type: none"> ● Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues. 	
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 6 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Clap, pat, echo and play in response to prompts. ● Demonstrate a steady beat ● Demonstrate a strong beat ● Differentiate between beat and rhythm ● Listen and identify loud vs. soft sounds ● Aurally identify fast/slow ● Sing loud and soft in new and known songs ● Use voices and instruments to show loud and soft parts of songs ● Describe instrumental properties ● Categorize instruments into categories ● Distinguish between sections in music ● Describe AB and ABA patterns ● Identify visual picture of notation ● Respond to rhythm notation through movement ● Compose simple musical notation ● Respond to notation through sound and performance 	

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- Identify different types of voices
- Respond to listening prompts
- Movement games and clapping patterns
- Musical flashcards
- Classroom instruments
- Compose your own pieces
- Kinesthetic representation of notation

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Classroom instruments
- Song books
- www.youtube.com
- Itunes
- <https://nafme.org/lesson-plan-ideas-for-k-5-general-music-classes/>
- <https://www.teachervision.com/popular-music-lesson-plans-k-5>
- <https://www.wemakethemusic.org/blog/first-day-of-music-lesson-plans>

Leveled Texts

Advanced, Intermediate and Beginner

- A Tisket, a Tasket by Ella Fitzgerald
- Bats in the Band by Brian Lies
- Before John was a Jazz Giant: A Song of John Coltrane by Carole Boston
- Ben's Trumpet by Rachel Isadora
- A Good Night for Ghosts by Mary Pope

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- Acoustic Rooster and His Barnyard Band by Kwame Alexander
- Ada’s Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood
- All Summer Long by Hope Larson
- Amina’s Voice by Hena Khan
- Audition and Subtraction by Amy Dominy
- Better Nate Than Ever by Tim Federle

Music 3-6

Unit 1: Listening, Responding and Performing Elements of Music and Basic Instrumentation

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

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).

1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

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.

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.

1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

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.

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.

1.3A.5.Pr4e: Convey creator’s intents through the performers’ interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3A.5.Pr5b: Rehearse to refine technical accuracy and

Technology Standards

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

9.3.12.AR-PRF.3 Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.

9.3.12.AR PRF.4 Demonstrate knowledge of music theory.

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expressive qualities to address challenges and show improvement over time.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.

1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style

1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

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).

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.

Learning Outcomes

Students will be able to....

- Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- 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.
- Categorize families of instruments and identify their associated musical properties.
- Sing a variety of songs with expression, independently and with others.
- Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
- Clap or sing songs with repetitive phrases and rhythmic patterns.
- Listen to, imitate, and improvise sounds, patterns, or songs.
- Participate in and listen to music from a variety of cultures and times.
- Recognize and name a variety of music elements using appropriate music vocabulary.
- Clap, sing, or play on pitch from basic

Students will be able to answer....

- How are the elements of music represented in diverse scores?
- What are the different musical elements?
- How can we identify musical elements as a response to rhythm, timbre, dynamics, form and melody?
- How can we identify sound sources?
- What are the familial categories of instruments?
- What are the musical properties of various instrument families?
- How do we sing songs with expression?
- How are instruments used to create music?
- Can I demonstrate beats and tempos with instruments?
- How do actively listen to music?
- Can I recognize different musical elements?
- How do we demonstrate pitch?
- How do we blend and sing in unison?
- How do we breath when we sing?
- Can we follow an AB and ABA format in singing?
- How do we demonstrate proper playing techniques?
- What is the correct vocal tone of familiar and unfamiliar songs?
- How do I blend unison and harmonic vocal and instrumental elements?

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notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- 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.
- Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
- 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.
- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.
- Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
- Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
- Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- Perform independently and in groups with

- Can I demonstrate how to play complex notation?
- Can I sing with harmony and melodic tones independently and in unison?
- How can we demonstrate understanding of simple and complex harmonies?
- Can we identify how simple and complex harmonic melodies are placed in historical musical pieces?
- Can we determine the impact of famous musical scores and musicians?

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<p>expressive qualities appropriately aligned with the stylistic characteristics of the genre.</p> <ul style="list-style-type: none"> ● Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. ● 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. ● Analyze how the elements of music are manipulated in original or prepared musical scores. ● Identify the elements of music in response to aural prompts and printed music notational systems. ● Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures. ● 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. ● Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. ● Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. ● Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art. ● Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history. 	
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects

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<ul style="list-style-type: none"> ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Choice Boards ● Benchmark Assessments
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Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 6 Weeks

Recommended Learning Activities

- Perform various melodies.
- Identify instruments by sight and sound.
- Understand and identify musical ensembles
- Use appropriate music vocabulary.
- Read and understand treble clef and brass clef notation.
- Read and understand increasingly more complex rhythmic and melodic patterns.
- Identify and define various symbols.
- Count beats in a measure.
- Differentiate between soprano, alto, tenor and bass
- Sing songs in rounds and canons
- Describe and critique the form of a piece of music using appropriate vocabulary.
- Perform melodies using instruments and voice.
- Clap, pat, echo and play in response to prompts.
- Demonstrate a steady beat
- Demonstrate a strong beat
- Differentiate between beat and rhythm
- Listen and identify loud vs. soft sounds
- Aurally identify fast/slow
- Sing loud and soft in new and known songs
- Use voices and instruments to show loud and soft parts of songs
- Describe instrumental properties
- Categorize instruments into categories
- Distinguish between sections in music
- Describe AB and ABA patterns
- Identify visual picture of notation
- Respond to rhythm notation through movement
- Compose simple musical notation
- Respond to notation through sound and performance
- Identify different types of voices
- Respond to listening prompts
- Movement games and clapping patterns

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- Musical flashcards
- Classroom instruments
- Compose your own pieces
- Kinesthetic representation of notation

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Classroom instruments
- Song books
- www.youtube.com
- Itunes
- <https://nafme.org/lesson-plan-ideas-for-k-5-general-music-classes/>
- <https://www.teachervision.com/popular-music-lesson-plans-k-5>
- <https://www.wemakethemusic.org/blog/first-day-of-music-lesson-plans>

Leveled Texts

Advanced, Intermediate and Beginner

- A Tisket, a Tasket by Ella Fitzgerald
- Bats in the Band by Brian Lies
- Before John was a Jazz Giant: A Song of John Coltrane by Carole Boston
- Ben's Trumpet by Rachel Isadora
- A Good Night for Ghosts by Mary Pope
- Acoustic Rooster and His Barnyard Band by Kwame Alexander
- Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood
- All Summer Long by Hope Larson

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- Amina's Voice by Hena Khan
- Audition and Subtraction by Amy Dominy
- Better Nate Than Ever by Tim Federle

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Visual Art K-6

Unit 1: Elements and Principles of Art

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

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.

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.

1.5.2.Cr2a: Through experimentation, build skills and knowledge of materials and tools through various approaches to art making.

1.5.2.Cr2b: Demonstrate safe procedures for using and cleaning art tools, equipment and studio spaces.

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.

1.5.2.Cr3a: Explain the process of making art, using art vocabulary. Discuss and reflect with peers about choices made while creating art.

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.

1.5.2.R3a: Use art vocabulary to explain preferences in selecting and classifying artwork.

1.5.5.Cr2a: Experiment and develop skills in multiple art-making techniques and approaches, through invention and practice.

1.5.5.Cr2b: Demonstrate craftsmanship through the safe and respectful use of materials, tools and equipment.

1.5.5.Cr2c: Individually or collaboratively represent environments or objects of personal significance that includes a process of peer discussion, revision and refinement.

1.5.5.Cr1a: Brainstorm and curate ideas to innovatively problem solve during artmaking and design projects.

1.5.5.Cr1b: Individually and collaboratively set goals, investigate, choose, and demonstrate diverse approaches to art-making that is meaningful to the makers.

1.2.2.Cr1a: Discover, share and express ideas for media artworks through experimentation, sketching and modeling.

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.

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.

1.2.2.Cr2a: Explore form ideas for media art production with support.

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.

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.

1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

1.2.5.Cr1a: Generate ideas for media artwork, using a variety of tools,

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

9.3.12.AR-VIS.1 Describe the history and evolution of the visual arts and its role in and impact on society.

9.3.12.AR-VIS.2 Analyze how the application of visual arts elements and principles of design communicate

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<p>methods and/or materials.</p> <p>1.2.5.Cr1b: Develop individual and collaborative artistic goals for media artwork using a variety of methods.</p> <p>1.2.5.Cr1c: Connect media artwork to personal experiences and the work of others.</p> <p>1.2.5.Cr1d: Collaboratively form ideas, plans, and models to prepare for media artwork.</p> <p>1.2.5.Cr1e: Model ideas and plans in an effective direction.</p> <p>1.2.5.Cr1f: Brainstorm goals and plans for a media art audience.</p>	<p>and express ideas.</p> <p>9.3.12.AR-VIS.3 Analyze and create two and three-dimensional visual art forms using various media.</p>
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Learning Outcomes

<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Identify the basic elements of art and principles of design in diverse types of artwork. ● Identify elements of art and principles of design in specific works of art and explain how they are used. ● Identify elements of art and principles of design that are evident in everyday life. ● Compare and contrast works of art in various mediums that use the same art elements and principles of design. ● Demonstrate the safe and appropriate use and care of art materials and tools. ● Create two and three-dimensional works of art while exploring color, line, shape, form, texture, and space. ● Use vocabulary to describe various art forms (e.g., photographs, sculpture), artists (e.g. illustrator, sculptor, photographer), and elements in the visual arts. ● Demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination. ● Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process. ● Create more recognizable representations as eye-hand coordination and fine motor skills develop. ● 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 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What are the basic elements of art? ● How can I identify principles of design in diverse types of artwork? ● How are different elements of art used in everyday life? ● What are the various mediums through which art can be seen? ● How are art materials and tools properly cared for? ● How can I create two and three dimensional works of art? ● What vocabulary terms are used to describe various art forms? ● How are experiences, thoughts and ideas represented through art? ● How is art planned? ● What are the basic elements of color, line, shape, form, texture and space? ● How are symbols used to create personal works of art? ● How can observations of the physical world be used to create art? ● What are the common and distinctive characteristics of art from different cultures and time periods? ● How can one 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? ● How are works of art used in multiple art media and art mediums, and represent the completed works in exhibition areas inside and outside the classroom.? ● How can I recognize works of visual art as
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Frelinghuysen Township School District Visual and Performing Arts Curriculum

<p>application methods.</p> <ul style="list-style-type: none">● Use symbols to create personal works of art based on selected age-appropriate themes, using oral stories as a basis for pictorial representation.● Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.● 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.● 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. .● 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.● 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.● 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.● 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.● Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in	<p>a reflection of societal values and beliefs?</p>
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Frelinghuysen Township School District Visual and Performing Arts Curriculum

<p>exhibition areas inside and outside the classroom.</p> <ul style="list-style-type: none"> ● Recognize works of visual art as a reflection of societal values and beliefs. ● Relate common artistic elements that define distinctive art genres in visual art. ● Determine the impact of significant contributions of individual artists in visual art from diverse cultures throughout history. 	
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ASSESSMENT

Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Pacing Guide: 6 Weeks

Recommended Learning Activities

<ul style="list-style-type: none"> ● Identify Primary and Secondary Colors. ● Identify Complementary Colors. ● Color in the lines. ● Use scissors correctly - cutting vs. snipping ● Cut on a straight line and a curved line. ● Draw with paint is a technique that you may need to use at certain times. ● When analyzing art know if it is similar or different. ● Know how to make something a certain size such as - Small or Large. ● Know my directions when asked such as - Left and Right, Top and Bottom. ● Choose appropriate brush with type of paint. ● Use glue and glue sticks appropriately on art. ● Set Up and Clean Up work areas. ● Identify myself with my name on my project and sign art when finished. ● Use water as an art material or with other materials.
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- Understand how to define Space in art by using background, middleground and foreground.
- Use a horizon line when necessary.
- Identify a Still Life, Landscape and Portrait.
- Use overlapping as an art technique.
- Create a weaving using textiles.
- Understand and use Symmetry in art.
- Learn clay basics and building techniques by building on skills every year.
- Understand and use Camouflage in art.
- Use and identify silhouettes, shadows, outlines, and one-point perspective in artwork.
- Learn about artists, movements and social issues conveyed through art and throughout history.

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- nga.gov
- theartofed.com
- Kinderart.com
- Enchantedlearning.com
- Artsonia.com
- artsy.net
- National Core Art Standards
- arteducators.org
- Scholastic.com/art
- Artsy Magazine
- MoMA

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Leveled Texts

Advanced, Intermediate, Beginner:

- Ish by Peter Reynolds
- The Dot by Peter Reynolds
- Beautiful Opps! By Barney Saltzberg
- Not a Box by Antoinette Portis
- Harold and the Purple Crayon by Crockett Johnson
- Green by Larua Vacarro Seeger
- A Book About Design: Complicated Doesn't Make it Good by Mark Gonyea
- Linnea in Monet's Garden by Christina Bjork
- Mouse Paint by Ellen Stoll Walsh
- Henri Matisse: Drawing with Scissors by Jane O'Conner
- Sky Color by Peter Reynolds
- The Day the Crayons Quit by Dre Daywalk
- Chasing Vermeer by Blue Balliett
- Picture this: How Picture Work by Molly Bang
- Planting a Rainbow by Lori Ehlert
- Picasso and the Girl with a PonyTail by Laurence Anholt
- Leonardo and the Flying Boy by Laurence Anholt

Frelinghuysen Township School District Visual and Performing Arts Curriculum

Dance K-6

Unit 1: Fundamentals of Movement and Dance

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

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.

1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

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.

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

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.

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

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

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

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dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

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.

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.

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.

1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc

1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.

1.1.5.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.

Learning Outcomes

Students will understand...

- the elements of dance in planned and improvised dance sequences.
- How to use improvisation to discover new movement to fulfill the intent of the choreography.
- both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
- the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
- how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
- characteristic theme-based works of dance such as artworks based on the themes of family and community, from various historical periods and world cultures.
- how artists and specific works of dance are affected by, past and present cultures.
- How to recognize works of dance as a reflection of societal values and beliefs.
- common artistic elements that define distinctive art genres in dance
- the impact of significant contributions of

Students will be able to answer...

- How can we identify the different elements of dance?
- How do we use improvisation along with choreography?
- How do we identify both formal and expressive aspects in basic choreographic structures?
- How does accompaniment affect choreography?
- What characteristics are seen in dance from various time periods and various cultures?
- How are artists and dancers affected by past and present cultures?
- How does dance reflect societal values and beliefs?
- Can you define common artistic elements that define distinctive art genres in dance?

Frelinghuysen Township School District Visual and Performing Arts Curriculum

individual artists in dance from diverse cultures throughout history.	
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 3 Weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Demonstrate body movements: start, stop, control while moving, control while still, control through various speeds ● Recognize traditional dance ● Demonstrate understanding of dance patterns throughout time ● Engage in body control games such as simon says and freeze dance ● Research famous dancers throughout history ● Learn and share a traditional dance ● Research dance from other cultures ● Learn and share dances from other cultures ● Explain the relation of dance and music ● Demonstrate improve through choreography ● Engage in imaginative play while moving ● Perform simple rhythmic patterns ● Listen and respond to music cues ● Demonstrate dance with props 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504 <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time 	Gifted and Talented <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology

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<ul style="list-style-type: none"> ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play 	<ul style="list-style-type: none"> ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study
Connections	
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications
Instructional and Supplemental Materials	
<ul style="list-style-type: none"> ● Music and speakers ● Youtube demonstration videos ● https://www.momjunction.com/articles/dance-games-and-activities-for-kids_00399936/#gref ● http://www.teach-nology.com/teachers/lesson_plans/arts/dance/ 	
Leveled Texts	
<p>Advanced, Intermediate and Beginner:</p> <ul style="list-style-type: none"> ● Firebird by Misty Copeland ● A Dance Like Starlight by Kristy Dempsey ● Rupert Can Dance by Jules Feiffer ● Ballet Cat: The Totally Secret Secret by Bob Shea ● Bunheads by Sophie Flack ● In Taking Flight: From War Orphan to Star Ballerina by Michaela and Elaine De Prince 	

Frelinghuysen Township School District Visual and Performing Arts Curriculum

Dance K-6

Unit 2: Performing Elements of Dance

DESIRED RESULTS

Standards

<p>New Jersey Student Learning Standards</p> <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> <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>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>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>New Jersey Department of Education June 2020 16</p>	<p>Technology Standards</p> <p>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</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 control, body part initiations, body sequencing).</p> <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>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.</p> <p>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,</p>	<p>21st Century Life and Career Standards</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p>

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strong/gentle, tight/loose.)
 1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.
 1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.
 1.1.5.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).
 1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances

Learning Outcomes

Students will understand...

- the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
- How to apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
- contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
- 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.
- How to 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.
- How to 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.
- personal space, concentration, and appropriately direct focus while performing movement skills.
- How to perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

Students will be able to answer...

- How will I identify the differences between pantomime, pedestrian movement, abstract gesture, and dance movement?
- What are isolated and coordinated body part articulations?
- How can I follow a pattern with my body?
- What are contrasting and complimentary shapes as they apply to body patterning?
- How can I demonstrate coordinated movement in various dances?
- How do I create and perform different dance choreography?
- What are tempo, meter rhythm and spatial pathway?
- How can I use improvisation as a tool in dance?
- How can I demonstrate understanding of different dance sequences?

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- 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.
- How to 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.
- How to create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
- developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
- How to perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
- Choreography and performance with cohesive dance works that reflect social, historical, and/or political themes.

ASSESSMENT

ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments

LEARNING PLAN

Frelinghuysen Township School District Visual and Performing Arts Curriculum

Pacing Guide: 3 Weeks

Recommended Learning Activities

- Demonstrate body movements: start, stop, control while moving, control while still, control through various speeds
- Perform traditional dances
- Create and perform original dances
- Learn clapping routines to demonstrate rhythm
- Demonstrate dance patterns throughout time
- Engage in body control games such as simon says and freeze dance
- Learn and share a traditional dance
- Learn and share dances from other cultures
- Demonstrate improv through choreography
- Engage in imaginative play while moving
- Perform simple rhythmic patterns
- Listen and respond to music cues
- Demonstrate dance with props
- Dance games to demonstrate spatial awareness

Integrated Accommodations and Modifications

Special Education, ELL and 504

- Repeat/modify directions
- Visual models
- Assistive technology
- Extended time
- Preferred/flexible seating
- Differentiated activities (centers)
- Shortened assignments
- Sensory integration activities
- Flexible grouping
- Games
- Kinesthetic Activity
- Role Play

Gifted and Talented

- Flexible grouping
- Differentiated activities (centers)
- Games
- Assistive technology
- Problem solving strategies
- Tiered choice activities
- Kinesthetic Activities
- Role Play
- Critical thinking strategies
- Accelerated learning
- Independent study

Connections

Interdisciplinary Connections

- ELA, Math, Science, Social Studies
- Technology
- Character education
- Career Education

21st Century Skills and Career Education

- Problem Solving
- Critical Thinking
- Communication
- Collaborative learning
- Productivity
- Real-world applications

Instructional and Supplemental Materials

- Music and speakers
- Youtube demonstration videos
- https://www.momjunction.com/articles/dance-games-and-activities-for-kids_00399936/#gref
- http://www.teach-nology.com/teachers/lesson_plans/arts/dance/

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Leveled Texts

Advanced, Intermediate and Beginner:

- Firebird by Misty Copeland
- A Dance Like Starlight by Kristy Dempsey
- Rupert Can Dance by Jules Feiffer
- Ballet Cat: The Totally Secret Secret by Bob Shea
- Bunheads by Sophie Flack
- In Taking Flight: From War Orphan to Star Ballerina by Michaela and Elaine De Prince

Frelinghuysen Township School District Visual and Performing Arts Curriculum

Theater K-6

Unit 1: Foundations of Creative Performance

DESIRED RESULTS

Standards

New Jersey Student Learning Standards	Technology Standards
<p>1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p>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).</p> <p>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).</p> <p>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.</p> <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>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>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>(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.</p> <p>(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p>(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.</p> <p>8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>
	<p>21st Century Life and Career Standards</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the</p>

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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).

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.

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).

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)

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).

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.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

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.

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.

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

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.

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.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

roles of various individuals in it.

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.

9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.

9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.

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Learning Outcomes

Students will understand....

- How to identify characteristic theme-based works from the theatre, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- How artists and specific works of theatre reflect, and are affected by, past and present cultures.
- Basic elements of theatre and describe their use in a variety of theatrical performances.
- The distinction 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.
- the use of the technical theatrical elements by examining examples of theatrical design in productions.
- characteristics of a well-made play in a variety of scripts and performances.
- 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.
- uses of technical theatrical elements to identify how time, place, mood, and theme are created.
- functions of sensory recall and apply it to character development.
- structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras
- effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- How to differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- areas of responsibility (e.g., actor, director,

Students will be able to answer....

- What themes are used to influence theatrical productions?
- How has theater been affected by past and present cultures?
- What are the basic elements of theater?
- Can you describe the use of basic theatrical elements?
- What is the distinction between characters, actors and self?
- How does theatrical design demonstrated technical elements in theater?
- How technical elements are uses to identify time, place, mood and theme?
- Can you describe the various characteristics of a well made play?
- What are the functions of sensory recall and how does it apply to character development?
- What are the structural components of plays and performance from various time periods?
- How can one differentiate between vocal rate, pitch and volume?
- What are the areas of responsibility in putting on a play production?
- What job skills are necessary in putting on a theatrical production?

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producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.	
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 5 weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Use a variety of drama games as warm up activities (Tongue Twisters, Introductions & Applause, Bippity Bippity Bop, Zip Zap Zop!, Name Game, “Lap, Lap, Clap, Snap!”, etc.) ● Build an ensemble using various trust activities (Human Knot, One Word Story, Conducted Story, Walking Blind, Falling Backward Trust Exercise, Passed Around Trust Exercise) ● Complete an improve activity with students getting various words to use within their responses ● Play charades and use it as a character study ● Choose a short video clip and analyze characters, scene, and plot ● Create a short skit on student choice topics ● Puppet Theater ● Student Theater production ● Character Studies of Cartoon Characters ● Design a set for a play ● Create a mystery for each other to solve ● Make a lip sync show ● Memorize a monologue ● Present a play to younger students ● Use picture books to create a narrative play 	
Integrated Accommodations and Modifications	
Special Education, ELL and 504	Gifted and Talented

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<ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play 	<ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study
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Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studie ● Technology ● Character education ● Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications
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Instructional and Supplemental Materials

<ul style="list-style-type: none"> ● http://www.bbbpress.com/dramagames/ ● https://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games ● https://www.childdrama.com/lessons.html ● https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm
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Leveled Texts

<ul style="list-style-type: none"> ● Advanced, Intermediate and Beginner: ● Amandina by Sergio Ruzzier ● Backstage Cat by Harriet Ziefert ● Rifka Takes a Bow by Betty Perlov ● Moses Sees a Play by Issac Wildman ● Amazing Grace by Mary Hoffman ● Kamishibai Man by Allen Say ● Stage Struck by Tomie DePaola ● Pet of the Med by Lydia and Don Freeman ● Louise the Big Cheese by Elise Primavera ● The Happiest Tree by Uma Krishnaswami ● The Boy, The Bear, The Baron, The Bard by Gregory Rogers ● Full Moon and Star by Lee Bennett Hopkins

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Theater K-6

Unit 2: Performing Theatrical Elements

DESIRED RESULTS

Standards

New Jersey Student Learning Standards

1.4.2.Cr1a: Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).

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).

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).

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).

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).

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).

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).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

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).

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).

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.

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).

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).

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).

1.4.2.Re8c: Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative

Technology Standards

(K-2) 8.1.2.A.4-Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1-Use digital tools and online resources to explore a problem or issue.

(3-5) 8.1.5.A.1-Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.5.E.1-Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

(6) 8.1.8.A.1-Demonstrate knowledge of a real world problem using digital tools.

8.1.P.C.1-Collaborate with peers by participating in interactive digital games or activities.

8.1.8.E.1-Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

21st Century Life and Career Standards

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters,

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<p>drama).</p> <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>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> <p>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). 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.</p> <p>1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.</p> <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>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>1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.</p> <p>1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>	<p>acting skills and roles.</p> <p>9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p> <p>9.3.12.AR-PRF.6 Create stage, film, television or electronic media scripts in a variety of traditional and current formats.</p> <p>9.3.12.AR-PRF.7 Describe how technology and technical support enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p>
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Learning Outcomes

<p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, 	<p><i>Students will be able to answer...</i></p> <ul style="list-style-type: none"> ● What are the correct terms for stage directions, areas of the stage, basic stage movements and parts of a script?
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- costumes, plot, theme, etc.).
 - sensory recall and how to apply it to character development.
 - How to portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
 - voice and movement in solo, paired, and group pantomimes and improvisations.
 - vocal range, personal space, and character-specific vocal and creative movement choices.
 - How to 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.
 - Active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
 - informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
 - 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).
 - the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
 - How to apply the principles of positive critique in giving and receiving responses to performances.
 - subject or theme in works of dance, music, theatre, and visual art.
 - How to assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
 - How to use evaluative tools, such as rubrics, for self-assessment and to
- How can we apply sensory recall to character development?
 - When given specifics about plot and circumstance, how can we accurately portray a character?
 - How can we use voice and movement in solo and pairs?
 - How do I apply vocal range, personal space and character-specific vocal choices?
 - How does one write an original script?
 - What critique is most helpful in theater?
 - How can I assess my own performance?

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<p>appraise the objectivity of critiques by peers.</p> <ul style="list-style-type: none"> ● discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 	
ASSESSMENT	
Formative	Summative
<ul style="list-style-type: none"> ● Exit Slips ● Journals ● Oral reading ● Graphic Organizers ● Class discussion ● Response to reading ● Interactive online games ● Open-ended response questions & comprehension questions ● Running records ● Teacher observation ● Classwork Practice ● Discussion Trifolds ● Video logs 	<ul style="list-style-type: none"> ● Weekly Tests/Balanced Tests ● Unit Assessments ● Alternate Assessments ● Performance Tasks ● Projects ● Choice Boards ● Benchmark Assessments
Benchmark	Alternative
<ul style="list-style-type: none"> ● Unit pre and post assessments that align to text series 	<ul style="list-style-type: none"> ● Portfolio ● Performance assessments
LEARNING PLAN	
Pacing Guide: 5 weeks	
Recommended Learning Activities	
<ul style="list-style-type: none"> ● Age appropriate vocabulary study ● Write an original script and have a peer critique it. ● Direct an original production with you script and allow the class to critique. ● Use a variety of drama games as warm up activities (Tongue Twisters, Introductions & Applause, Bippity Bippity Bop, Zip Zap Zop!, Name Game, “Lap, Lap, Clap, Snap!”, etc.) ● Build an ensemble using various trust activities (Human Knot, One Word Story, Conducted Story, Walking Blind, Falling Backward Trust Exercise, Passed Around Trust Exercise) ● Complete an improve activity with students getting various words to use within their responses ● Play charades and use it as a way to develop characters ● Choose a short video clip and analyze characters, scene, and plot ● Critique a short video clip ● Create a short skit on student choice topics ● Puppet Theater ● Student Theater production ● Character Studies of Cartoon Characters ● Design a set and costumes for a play ● Create a mystery for each other to solve ● Make a lip sync show 	

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- Memorize and perform a monologue
- Present a play to younger students
- Use picture books to create a narrative play

Integrated Accommodations and Modifications

<p>Special Education, ELL and 504</p> <ul style="list-style-type: none"> ● Repeat/modify directions ● Visual models ● Assistive technology ● Extended time ● Preferred/flexible seating ● Differentiated activities (centers) ● Shortened assignments ● Sensory integration activities ● Flexible grouping ● Games ● Kinesthetic Activity ● Role Play 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Flexible grouping ● Differentiated activities (centers) ● Games ● Assistive technology ● Problem solving strategies ● Tiered choice activities ● Kinesthetic Activities ● Role Play ● Critical thinking strategies ● Accelerated learning ● Independent study
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Connections

<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● Technology ● Character education ● Career Education 	<p>21st Century Skills and Career Education</p> <ul style="list-style-type: none"> ● Problem Solving ● Critical Thinking ● Communication ● Collaborative learning ● Productivity ● Real-world applications
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Instructional and Supplemental Materials

- <http://www.bbbpress.com/dramagames/>
- <https://artsedge.kennedy-center.org/educators/how-to/tipsheets/five-easy-drama-games>
- <https://www.childdrama.com/lessons.html>
- <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>

Leveled Texts

- Amandina by Sergio Ruzzier
- Backstage Cat by Harriet Ziefert
- Rifka Takes a Bow by Betty Perlov
- Moses Sees a Play by Issac Wildman
- Amazing Grace by Mary Hoffman
- Kamishibai Man by Allen Say
- Stage Struck by Tomie DePaola
- Pet of the Med by Lydia and Don Freeman
- Louise the Big Cheese by Elise Primavera
- The Happiest Tree by Uma Krishnaswami
- The Boy, The Bear, The Baron, The Bard by Gregory Rogers
- Full Moon and Star by Lee Bennett Hopkins