

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
SIXTH - EIGHTH GRADE PERFORMING ARTS CURRICULUM**



**Revised to meet the June 2020 NJSLS-VISUAL ARTS
Board Approval: SEPTEMBER 2022**

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Visual and Performing Arts

Throughout time, the arts have served as a distinctive vehicle for self-discovery and a means of understanding the world in which we live. As the state of New Jersey continues to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to develop creativity, critical thinking, and innovation skills is critical to the success of our students. The arts infuse our lives with meaning on nearly all levels—generating significant creative and intellectual capital. They inspire creative and critical thinking and encourage acceptance of diversity. A well-designed sequential arts program promotes responsible decision making, enhances self-awareness, builds self-esteem and self-management skills, and helps students build relationship and collaboration skills; all of which are essential to prepare New Jersey students for postsecondary success. The New Jersey Student Learning Standards – Visual and Performing Arts are designed to promote lifelong artistic literacy and fluency and are guided by the mission and vision statements that follow.

Mission

To empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society.

Vision

All students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLS-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLS-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.

Spirit and Intent

The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by:

- Defining artistic literacy¹ through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning;

- Placing artistic processes and anchor standards at the forefront of the work;
- Identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and
- Specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.

The development of artistic literacy is dependent on creating an environment in which students are encouraged to independently and collaboratively imagine, investigate, construct, and reflect. Philosophically speaking, the arts serve to communicate ideas, as an opportunity for creative personal realization, to connect and reflect culture and history, and as a means to well-being and a mechanism for problem solving universal, global issues including climate change.

Within the broad lifetime goal of preparing artistically literate individuals, learning experiences that engage students with a variety of artistic media, symbols, and metaphors for the purpose of creating and performing in ways that express and communicate their own ideas are essential. Additionally, to become artistically literate, students need opportunities to respond to the arts through analyzing and interpreting the artistic communications of others. (More examples that illustrate the philosophical foundations and lifelong goals that are the underpinnings of the NJSLS-VPA can be found in the Supplemental Materials section.)

New to This Version of the NJSLS-VPA

The inclusion of media arts as one of the five arts disciplines is new to this version. Media arts is a unique medium of artistic expression that can amplify and integrate the four traditional art forms. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. The study of media arts can foster new modes and processes of creative thinking within in the realms of the digital and virtual worlds that are evermore present in students' lives. In fact, many students are already creating media art on their own and will benefit from support systems within their schools that mirror their life experiences. Because many young people hold a fascination with new media, incorporating media arts study into the school day can potentially enhance the connection between in-school and out-of-school learning and act as motivation for active learning.

Also new to this version of the NJSLS-VPA is the specialized approach to music education. To account for various opportunities that students have to engage in music instruction, the NJSLS-VPA include standards for five subdisciplines of music: General Music (grades K–8), Guitar, Keyboard, and Harmonizing Instruments, Traditional and Emerging Ensembles, Composition and Theory, and Music 1. The knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts. Technology. At the middle and high school level, students are required to demonstrate proficiency in only one of the preceding subdisciplines. It is important to note that students' experiences and course offerings may vary from district to district and that musical literacy and fluency requires compound, scaffolded skills. Accordingly, the music standards are competency-based to allow for multiple points of entry. The novice and intermediate performance expectations for Traditional and Emerging Ensembles, and Guitar, Keyboard and Harmonizing Instruments are generally applicable to elementary and middle school students. The proficient, accomplished, and advanced level performance expectations are generally ascribed to varying degrees of achievement by students in high school. However, a spectrum of increasingly sophisticated achievement level may be attainable throughout the K–12 continuum.

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential of the arts to shape perception, students can contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[NJSLS Visual and Performing Arts](#)

[NJSLS Career Readiness, Life Literacies, and Key Skills](#)

[Computer Science and Design Thinking](#)

[NJSLS Climate Change Education](#)

MHTSD Visual Performing Arts Statement

Year 1: Novice

Year 2: Intermediate

Year 3: Advanced

Visual & Media Arts:

- Students are presented with Visual and Media arts standards in the Visual/Media Arts class. All students are exposed to novice level content.
- Students in Grade 8 are given the opportunity to choose an arts discipline as an elective subject to explore intermediate and advanced content.

Performing Arts:

- Students are offered Music and Theatre as core subjects in Grades 6-8.
- Dance standards are infused into the Theatre and Music curriculum
- Students in Grade 8 are given the opportunity to choose an arts discipline as an elective subject to explore intermediate and advanced content.

Unit 1: Creating Curriculum Area: Performing Arts Unit Length: Approx. 9 weeks	Grade Level: 6-8
Unit Overview	
All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
<p>A. Dance</p> <p>Dance inspires creativity and risk taking. Dance allows individuals express themselves.</p> <p>B. Music</p> <p>Music is written for many different reasons.</p> <p>C. Theatre</p> <p>A theater is full of equipment that must be respected at all times and used properly to ensure safety.</p>	<p>A. Dance</p> <p>What does dance mean to you? Who dances? What styles of dance do you see? Where do you see dance? When do you dance or see dance? Why do people dance?</p> <p>B. Music</p> <p>How does music from diverse cultures differ from each other?</p> <p>C. Theatre</p> <p>What are the roles of a director, producer, stage manager, scenic designer, lighting designer, stagehands, costume designer? What equipment is each role responsible for?</p>
District/School Supplementary Resources	
<ul style="list-style-type: none"> ● Computer ● Promethean board (or something similar) ● Audio source ● Various handouts ● Various educational websites ● Youtube 	

<ul style="list-style-type: none"> • Open space • Various instruments • Scripts 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Quizzes/Test • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks
Instructional Best Practices	
<ul style="list-style-type: none"> • Identifying Similarities and Differences • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Checks for Understanding • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies
Career Readiness, Life Literacies and Key Skills	
<p>Career Readiness, Life Literacies, and Key Skills Integration <u>NJSLS - CRLKKS 2020</u></p> <p>highlight appropriate indicators for unit/domain</p> <p>CRLKKS1. Act as a responsible and contributing community members and employee.</p> <p>CRLKKS2. Attend to financial well-being.</p> <p>CRLKKS3. Consider the environmental, social and economic impacts of decisions.</p> <p>CRLKKS4. Demonstrate creativity and innovation.</p> <p>CRLKKS5. Utilize critical thinking to make sense of problems and persevere in solving them</p>	

CRLKS6. Model integrity, ethical leadership and effective management.
 CRLKS7. Plan education and career paths aligned to personal goals.
 CRLKS8. Use technology to enhance productivity increase collaboration and communicate effectively.persevere in solving them.
CRLKS9. Work productively in teams while using cultural/global competence.

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p>	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>

Interdisciplinary Connections

Language Arts
 W.8.1. Write arguments to support claims with clear reasons and relevant evidence.
 RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.
 WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics

Use the four operations with whole numbers to solve problems.

Understand decimal notation for fractions, and compare decimal fractions.

Represent and interpret data.

Know number names and the count sequence.

Describe and compare measurable attributes.

Count to tell the number of objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

Computer Science and Design Thinking

Computing Systems:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Impacts of Coding:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interaction of Technology and Humans:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Nature of Technology:

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Ethics & Culture:

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

NJSLS Learning Plan

NJ Student Learning Objective

**Progress
Indicator, Exemplar Lessons and/or Activities**

<p>A. Dance</p> <p>Styles and techniques in dance are defined by the ways in which the elements of dance and choreographic principles are manipulated in the creation of dance compositions.</p> <p>Numerous formal choreographic structures can be used to develop the elements of dance in the creation of dance works.</p> <p>Dance employs various themes and arts media to engage the viewer, develop meaning, and communicate emotions.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.</p> <p>Technology and media arts are often catalysts for creating original choreographic compositions.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>A. Dance</p> <p>1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p> <p>1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</p> <p>1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, selfreflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.</p> <p>1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p>1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p>1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.</p> <p>1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p>1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p>
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<p>B. Music</p> <p>Improvisation is a compositional skill that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>C. Theatre</p> <p>Emotion and meaning are often communicated through modulations of vocal rate, pitch, and volume.</p> <p>A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.</p> <p>Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character’s intent vary in live performances and recorded venues.</p> <p>Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised</p>	<p>B. Music</p> <p>1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p>C. Theatre</p> <p>1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p> <p>1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p>1.4.8.Cr1c: Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p>
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performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.	1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.
Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.	1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.

Key Vocabulary

A. Dance

- Body
- Alignment
- Effort
- Space
- Time
- Relationship
- Choreography
- Staging

B. Music

- Rhythm
 - Whole note
 - Half note
 - Quarter note
 - Eighth note
- Tempo
 - Adagio
 - Moderato
 - Presto
- Dynamics
 - Piano
 - Forte
 - Crescendo
 - Decrescendo

- Notation
 - Treble clef
 - Bass clef

C. Theater

- Character
- Dialogue
- Emotion
- Pacing
- Diction
- Projection
- Eye Contact
- Body Placement

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students

<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences

Unit 2: Performing/Presenting/Producing Curriculum Area: Performing Arts Unit Length: Approx. 9 weeks	Grade Level: 6-8
Unit Overview	
All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Enduring Understandings	Essential Questions
Dance, music, and theatre express the beliefs and values of the culture in which it originates.	How does history influence dance, music, and theatre?
District/School Supplementary Resources	
<ul style="list-style-type: none"> • Computer • Promethean board (or something similar) • Audio source • Various handouts • Various educational websites • Youtube • Open space • Various instruments • Scripts 	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> • Teacher Observation • Quizzes/Test • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks
Instructional Best Practices	

<ul style="list-style-type: none"> Identifying Similarities and Differences Reinforcing Effort and Providing Recognition Practice Modeling Cooperative Learning Setting Objectives and Providing Feedback Cues and Questions Gradual Release of Responsibility 	<ul style="list-style-type: none"> Checks for Understanding Diagrams, Charts and Graphs Visuals Collaborative Problem Solving Active Engagement Strategies
Career Readiness, Life Literacies and Key Skills	
Career Readiness, Life Literacies, and Key Skills Integration NJSLs - CRLKs 2020 highlight appropriate indicators for unit/domain CRLLKS1. Act as a responsible and contributing community members and employee. CRLLKS2. Attend to financial well-being. CRLLKS3. Consider the environmental, social and economic impacts of decisions. CRLLKS4. Demonstrate creativity and innovation. CRLLKS5. Utilize critical thinking to make sense of problems and persevere in solving them CRLLKS6. Model integrity, ethical leadership and effective management. CRLLKS7. Plan education and career paths aligned to personal goals. CRLLKS8. Use technology to enhance productivity increase collaboration and communicate effectively. CRLLKS9. Work productively in teams while using cultural/global competence.	
9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income

<p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p>	<p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p><u>Language Arts</u></p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Mathematics</u></p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Represent and interpret data.</p> <p>Know number names and the count sequence.</p> <p>Describe and compare measurable attributes.</p> <p>Count to tell the number of objects.</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Generate and analyze patterns.</p> <p>Extend understanding of fraction equivalence and ordering.</p>	

Classify objects and count the number of objects in each category.	
Computer Science and Design Thinking	
<p>Computing Systems: 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</p> <p>Impacts of Coding: 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.</p> <p>Interaction of Technology and Humans: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p> <p>Nature of Technology: 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p> <p>Ethics & Culture: 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</p>	
NJSLS Learning Plan	
NJ Student Learning Objective	Progress Indicator, Exemplar Lessons and/or Activities
<p>A. Dance</p> <p>The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.</p> <p>Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.</p> <p>Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.</p>	<p>A. Dance</p> <p>1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</p> <p>1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</p> <p>1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.</p>

<p>Foundational understanding of anatomical and kinesthetic principles is a contributing factor to dance artistry. Artistry in dance requires rhythmic acuity</p> <p>B. Music</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>Common, recognizable musical forms often have characteristics related to specific cultural traditions.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> <p>Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p>	<p>1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space.</p> <p>1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p> <p>B. Music</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.</p> <p>1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).</p> <p>1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.</p>
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<p>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>C. Theatre</p> <p>Actors exercise their voices and bodies through a wide variety of techniques to expand the range and the clarity of the characters they develop.</p>	<p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.</p> <p>C. Theatre</p> <p>1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices</p>
<p>Key Vocabulary</p>	
<ul style="list-style-type: none"> • Time Period • Historical • Cultural • Geographic 	
<p>Modifications/Accommodations for Special Education Students</p>	<p>Accommodations for At-Risk Students</p>
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions
<p>Accommodations for English Language Learners</p>	<p>Accommodations for Gifted Students</p>

<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group • Small Groups • Modeling • Independent Practice • PBIS Implementation • Identify and review objectives for lesson • Stations • Modified Activities 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection • Accessing Prior Experiences

Unit 3: Responding Curriculum Area: Performing Arts Unit Length: Approx. 9 weeks	Grade Level: 6-8
Unit Overview	
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
A. Dance	A. Dance

<p>Knowing how dance works makes my performance more meaningful.</p> <p>B. Music</p> <p>Dynamics and articulation serve to express emotion in a piece of music, and are both notated on the written score.</p> <p>C. Theatre</p> <p>The actor-audience relationship is vital in creating theatre.</p>	<p>What are the four elements of dance? Why are they important?</p> <p>B. Music</p> <p>How do musicians portray emotion and expression in their music?</p> <p>C. Theatre</p> <p>What are the essential elements of a good performance?</p>
<p>District/School Supplementary Resources</p>	
<ul style="list-style-type: none"> • Computer • Promethean board (or something similar) • Audio source • Various handouts • Various educational websites • Youtube • Open space • Various instruments • Scripts 	
<p>District/ School Formative Assessment Plan</p>	<p>District/ School Summative Assessment Plan</p>
<ul style="list-style-type: none"> • Teacher Observation • Quizzes/Test • Group Projects/Discussions • Performance Tasks 	<ul style="list-style-type: none"> • Performance Tasks
<p>Instructional Best Practices</p>	
<ul style="list-style-type: none"> • Identifying Similarities and Differences 	<ul style="list-style-type: none"> • Checks for Understanding

<ul style="list-style-type: none"> • Reinforcing Effort and Providing Recognition • Practice • Modeling • Cooperative Learning • Setting Objectives and Providing Feedback • Cues and Questions • Gradual Release of Responsibility 	<ul style="list-style-type: none"> • Diagrams, Charts and Graphs • Visuals • Collaborative Problem Solving • Active Engagement Strategies
Career Readiness, Life Literacies and Key Skills	
Career Readiness, Life Literacies, and Key Skills Integration <u>NJSLS - CRLKs 2020</u> highlight appropriate indicators for unit/domain CRLLKS1. Act as a responsible and contributing community members and employee. CRLLKS2. Attend to financial well-being. CRLLKS3. Consider the environmental, social and economic impacts of decisions. CRLLKS4. Demonstrate creativity and innovation. CRLLKS5. Utilize critical thinking to make sense of problems and persevere in solving them CRLLKS6. Model integrity, ethical leadership and effective management. CRLLKS7. Plan education and career paths aligned to personal goals. CRLLKS8. Use technology to enhance productivity increase collaboration and communicate effectively.persevere in solving them. CRLLKS9. Work productively in teams while using cultural/global competence.	
9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.	9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships,

	<p>structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>
<p style="text-align: center;">Interdisciplinary Connections</p>	
<p><u>Language Arts</u></p> <p>W.8.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.</p> <p>WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><u>Mathematics</u></p> <p>Use the four operations with whole numbers to solve problems.</p> <p>Understand decimal notation for fractions, and compare decimal fractions.</p> <p>Represent and interpret data.</p> <p>Know number names and the count sequence.</p> <p>Describe and compare measurable attributes.</p> <p>Count to tell the number of objects.</p> <p>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</p> <p>Generate and analyze patterns.</p> <p>Extend understanding of fraction equivalence and ordering.</p> <p>Classify objects and count the number of objects in each category.</p>	

Computer Science and Design Thinking

Computing Systems:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Impacts of Coding:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interaction of Technology and Humans:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Nature of Technology:

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Ethics & Culture:

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

NJSLs Learning Plan

NJ Student Learning Objective	Progress Indicator, Exemplar Lessons and/or Activities
<p>A. Dance</p> <p>Dance may be used as a symbolic language to communicate universal themes and varied points of view about social, political, or historical issues in given eras.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p>	<p>A. Dance</p> <p>1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p> <p>1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p> <p>1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>

<p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p> <p>B. Music</p> <p>Stylistic considerations vary across genres, cultures, and historical eras.</p> <p>Compositional techniques used in different styles and genres of music vary according to prescribed sets of rules.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p>	<p>1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p> <p>1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p> <p>1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p> <p>1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p> <p>B. Music</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p>1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p>
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<p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>C. Theatre</p> <p>Distinct pieces of dramatic literature and theatrical trends reflect cultural traditions and periods in history.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Performance technique in dance, music, theatre, and visual art varies according to historical era and genre.</p> <p>Awareness of basic elements of style and design in dance, music, theatre, and visual art inform the creation of criteria for judging originality.</p>	<p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p> <p>1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p> <p>C. Theatre</p> <p>1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work</p> <p>1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</p> <p>1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p>1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</p> <p>1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.</p>
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Key Vocabulary

A. Dance

- Body
- Alignment
- Effort
- Space
- Time
- Relationship
- Choreography
- Staging

B. Music

- Rhythm
 - Whole note
 - Half note
 - Quarter note
 - Eighth note
- Tempo
 - Adagio
 - Moderato
 - Presto
- Dynamics
 - Piano
 - Forte
 - Crescendo
 - Decrescendo
- Notation
 - Treble clef
 - Bass clef

C. Theater

- Character
- Dialogue

- Emotion
- Pacing
- Diction
- Projection
- Eye Contact
- Body Placement

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Use well-defined boundaries ● Get a written list of instructions ● Provide a buddy/partner ● Preview skills for upcoming classes ● Demonstrate/model activity ● Disregard time limits ● Oral prompt ● More space between students ● Preferred position ● Simplify patterns ● Reduce number of actions ● Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> ● Demonstrate/model activity ● Partner assisted ● Disregard time limits ● Provide pictorial of rules, directions, or process ● Ask for a repeat of the directions 	<ul style="list-style-type: none"> ● Explain alternate moves ● Create game extensions ● Draw/Write summary of class
Required Activities	Suggested Activities

<ul style="list-style-type: none"> ● Instant Activity/Warm-Up ● Closure ● Whole Group ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Reflection ● Goal Setting ● Real World Connection ● Accessing Prior Experiences
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Unit 4: Connecting Curriculum Area: Performing Arts Unit Length: Approx. 9 weeks	Grade Level: 6-8
Unit Overview	
All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
Enduring Understandings	Essential Questions
Music can employ various compositional techniques to express the composer's ideas.	Is there a right way and a wrong way to write music?

District/School Supplementary Resources

- Computer
- Promethean board (or something similar)
- Audio source
- Various handouts
- Various educational websites
- Youtube
- Open space
- Various instruments
- Scripts

District/ School Formative Assessment Plan

- Teacher Observation
- Quizzes/Test
- Group Projects/Discussions
- Performance Tasks

District/ School Summative Assessment Plan

- Performance Tasks

Instructional Best Practices

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies

Career Readiness, Life Literacies and Key Skills

Career Readiness, Life Literacies, and Key Skills Integration
NJSLS - CRLKS 2020

highlight appropriate indicators for unit/domain

CRLKS1. Act as a responsible and contributing community members and employee.

CRLKS2. Attend to financial well-being.

CRLKS3. Consider the environmental, social and economic impacts of decisions.

CRLKS4. Demonstrate creativity and innovation.

CRLKS5. Utilize critical thinking to make sense of problems and persevere in solving them

CRLKS6. Model integrity, ethical leadership and effective management.

CRLKS7. Plan education and career paths aligned to personal goals.

CRLKS8. Use technology to enhance productivity increase collaboration and communicate effectively.persevere in solving them.

CRLKS9. Work productively in teams while using cultural/global competence.

9.1 Personal Financial Literacy – Income And Careers	9.2 Career Awareness, Exploration, And Preparation - Career Awareness
<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.</p> <p>9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p>9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</p>	<p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income</p> <p>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</p> <p>9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.</p>

Interdisciplinary Connections

Language Arts

W.8.1. Write arguments to support claims with clear reasons and relevant evidence.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.9 Analyze the relationship between a primary and secondary sources on the same topic.

WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

L.8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics

Use the four operations with whole numbers to solve problems.

Understand decimal notation for fractions, and compare decimal fractions.

Represent and interpret data.

Know number names and the count sequence.

Describe and compare measurable attributes.

Count to tell the number of objects.

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Generate and analyze patterns.

Extend understanding of fraction equivalence and ordering.

Classify objects and count the number of objects in each category.

Computer Science and Design Thinking

Computing Systems:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Impacts of Coding:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.

Interaction of Technology and Humans:

8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.

Nature of Technology:

8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.

Ethics & Culture:

8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

NJSLS Learning Plan

NJ Student Learning Objective	Progress Indicator, Exemplar Lessons and/or Activities
<p>A. Dance</p> <p>Contextual clues to artistic intent are embedded in artworks. Analysis of archetypal or consummate works of art requires knowledge and understanding of culturally specific art within historical contexts.</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>The arts reflect cultural mores and personal aesthetics throughout the ages.</p> <p>B. Music</p>	<p>A. Dance</p> <p>1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.</p> <p>1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</p> <p>1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.</p> <p>1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works</p> <p>1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</p> <p>B. Music</p>

<p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p> <p>C. Theatre</p> <p>Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre’s stylistic traits.</p> <p>Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.</p>	<p>1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p>1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>C. Theatre</p> <p>1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.</p> <p>1.4.8.Cn11a: Research the story elements of a staged drama/theatre work about global issues, including climate change, and discuss how a playwright might have intended a theatrical work to be produced.</p> <p>1.4.8.Cn11b: Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</p>
<p>Key Vocabulary</p>	
<ul style="list-style-type: none"> ● Choreography ● Space ● Performance ● Music ● Staging ● Timbre ● Genre ● Texture ● Dynamics ● Tempo ● Articulation ● Character ● Context 	

<ul style="list-style-type: none"> • Cue • Diction • Gesture • Pacing • Projection • Quality 	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Use well-defined boundaries • Get a written list of instructions • Provide a buddy/partner • Preview skills for upcoming classes • Demonstrate/model activity • Disregard time limits • Oral prompt • More space between students • Preferred position • Simplify patterns • Reduce number of actions • Ask for a repeat of the directions
Accommodations for English Language Learners	Accommodations for Gifted Students
<ul style="list-style-type: none"> • Demonstrate/model activity • Partner assisted • Disregard time limits • Provide pictorial of rules, directions, or process • Ask for a repeat of the directions 	<ul style="list-style-type: none"> • Explain alternate moves • Create game extensions • Draw/Write summary of class
Required Activities	Suggested Activities
<ul style="list-style-type: none"> • Instant Activity/Warm-Up • Closure • Whole Group 	<ul style="list-style-type: none"> • Reflection • Goal Setting • Real World Connection

<ul style="list-style-type: none"> ● Small Groups ● Modeling ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Modified Activities 	<ul style="list-style-type: none"> ● Accessing Prior Experiences
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MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: Performing Arts
Sixth to Eighth Grade

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	8-9 weeks (classes meet 1x per week)	<p>Dance</p> <p>1.1.8.Cr1a 1.1.8.Cr2a 1.1.8.Cr3a 1.1.8.Cr2b 1.1.8.Cr3b 1.1.8.Cr1a</p> <p>Music</p> <p>1.3A.8.Cr1a 1.3A.8.Cr2a 1.3A.8.Cr3</p> <p>Theatre</p> <p>1.4.8.Cr3c 1.4.8.Cr2b 1.4.8.Cr1c 1.4.8.Cr3c 1.4.8.Cr2a</p>	<ul style="list-style-type: none"> ● Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. ● Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. ● Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics). ● Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. ● 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. ● Analyze the structural components of plays and performances from a variety of Western and nonWestern theatrical traditions and from different historical eras.

			<ul style="list-style-type: none"> ● Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. ● Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character ● Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.
Unit 2	8-9 weeks (classes meet 1x per week)	<p>D. Dance</p> <p>1.1.8.Pr4a 1.1.8.Pr4a 1.1.8.Pr5b 1.1.8.Pr5c 1.1.8.Pr5d</p> <p>E. Music</p> <p>1.3A.8.P4d 1.3A.8.P4d 1.3A.8.Pr6a 1.3A.8.P4d. 1.3A.8.Pr6a 1.3A.8.Pr4e 1.3A.8.P4d 1.3A.8.Pr6a</p> <p>Theatre</p> <p>1.4.8.Pr4a</p>	<ul style="list-style-type: none"> ● Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. ● Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. ● Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
Unit 3	8-9 weeks (classes meet 1x per week)	<p>Dance</p> <p>1.1.8.Re7b 1.1.8.Re9a</p>	<ul style="list-style-type: none"> ● Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

		1.1.8.Re7b 1.1.8.Re9a 1.1.8.Re7b 1.1.8.Re9a 1.1.8.Re7b Music 1.3A.8.Re7c 1.3A.8.Re9a 1.3A.8.Re7c 1.3A.8.Re9a Theatre 1.4.8.Re9b 1.4.8.Re8b 1.4.8.Re9b 1.4.8.Re9c 1.4.8.Re9b 1.4.8.Re9c 1.4.8.Re8c	<ul style="list-style-type: none"> ● Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes. ● Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity. ● Use media arts and technology in the creation and performance of short, original choreographic compositions. ● Perform instrumental or vocal compositions using complex standard and non-standard Western, nonWestern, and avant-garde notation. ● Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. ● 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. ● Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues. ● Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.
Unit 4	8-9 weeks (classes meet 1x per week)	Dance 1.1.8.Cn11a	<ul style="list-style-type: none"> ● Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre,

		1.1.8.Cn10b 1.1.8.Cn11a 1.1.8.Cn10a 1.1.8.Cn10b Music 1.3A.8.Cn10a: 1.3A.8.Cn11a: Theatre 1.4.8.Cn11a 1.4.8.Cn11b	and visual art. <ul style="list-style-type: none"> ● Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes. ● Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras. ● Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values. ● Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art. ● Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas. ● Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
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