

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
KINDERGARTEN - 2nd GRADE VISUAL AND PERFORMING ARTS CURRICULUM**



**Revised to meet the June 2020 Science NJSLS-VISUAL/PERFORMING ARTS  
Board Approval: AUGUST 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 literacy<sup>1</sup> 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](#)

<b>Unit 1: Creating</b> <b>Curriculum Area: Performing Arts (General</b> <b>Music/Dance/Theater)</b> <b>Unit Length: 8-9 Weeks</b>	<b>Grade Level: K-2</b>
<b>Unit Overview</b>	
All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, and theater.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
Dance	Dance <ol style="list-style-type: none"><li>1. Where do choreographers get ideas for dance?</li><li>2. What influences choice making in creating choreography?</li></ol>

<ol style="list-style-type: none"> <li>1. Anchor Standard 1: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</li> <li>2. Anchor Standard 2: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>3. Anchor Standard 3: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> </ol> <p>General Music</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 1: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>2. Anchor Standard 2: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>3. Anchor Standard 3: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> </ol> <p>Theater</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 1: Theater artists rely on intuition, curiosity, and critical inquiry.</li> <li>2. Anchor Standard 2: Theater artists work to discover different ways of communicating meaning.</li> <li>3. Anchor Standard 3: Theater artists refine their work and practice their craft through rehearsal.</li> </ol>	<ol style="list-style-type: none"> <li>3. How do choreographers use self reflection, feedback from others, and documentation to improve the quality of their work?</li> </ol> <p>General Music</p> <ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3. How do musicians improve the quality of their creative work?</li> </ol> <p>Theater</p> <ol style="list-style-type: none"> <li>1. What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?</li> <li>2. How, when, and why do theater artists' choices change?</li> <li>3. How do theater artists transform and edit their initial ideas?</li> </ol>
<p align="center"><b>District/School Supplementary Resources</b></p>	
<ul style="list-style-type: none"> <li>● Piano/keyboard</li> <li>● CD player/speakers with iPod connection</li> <li>● Computers</li> <li>● Various classroom instruments</li> <li>● <a href="http://www.QuaverMusic.com">www.QuaverMusic.com</a></li> </ul>	

<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes/Test</li> <li>• Group Projects/Discussions</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Tasks</li> </ul>
Instructional Best Practices	
<ul style="list-style-type: none"> <li>• Identifying Similarities and Differences</li> <li>• Reinforcing Effort and Providing Recognition</li> <li>• Practice</li> <li>• Modeling</li> <li>• Cooperative Learning</li> <li>• Setting Objectives and Providing Feedback</li> <li>• Cues and Questions</li> <li>• Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Checks for Understanding</li> <li>• Diagrams, Charts and Graphs</li> <li>• Visuals</li> <li>• Collaborative Problem Solving</li> <li>• Active Engagement Strategies</li> </ul>
Career Readiness, Life Literacies, and Key Skills	
<p><b><u>Career Awareness and Planning:</u></b>            9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b><u>Creativity and Innovation:</u></b>            9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).            9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p><b><u>Digital Citizenship:</u></b>            9.4.2.DC.1: Explain differences between ownership and sharing of information.            9.4.2.DC.2: Explain the importance of respecting digital content of others.</p> <p><b><u>Global and Cultural Awareness:</u></b></p>	

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

**Information and Media Literacy:**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

**Computer Science and Design Thinking**

**Networks and the Internet:**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

**Impacts of Computing:**

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

**Climate Change**

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

1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

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.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

**Interdisciplinary Connections**

**English Language Arts**

**Kindergarten**

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).



- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### 1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

#### 2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Mathematics

### Kindergarten

#### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

#### Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

### 1st Grade

#### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

### 2nd Grade

#### Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

## NJSLS Learning Plan

Anchor Standards and Practice	Performance Expectations:
<p>A. Dance</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 1- Generating and conceptualizing ideas.               <ul style="list-style-type: none"> <li>i. Practice- Explore</li> </ul> </li> <li>b. Anchor Standard 2- Organizing and Developing ideas               <ul style="list-style-type: none"> <li>i. Practice- Plan</li> </ul> </li> <li>c. Anchor Standard 3- Refining and Completing Products               <ul style="list-style-type: none"> <li>i. Practice- Revise</li> </ul> </li> </ul>	<p>A. Dance</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 1               <ul style="list-style-type: none"> <li>i. 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.</li> <li>ii. 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.</li> </ul> </li> <li>b. Anchor Standard 2               <ul style="list-style-type: none"> <li>i. 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</li> <li>ii. 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.</li> </ul> </li> <li>c. Anchor Standard 3               <ul style="list-style-type: none"> <li>i. 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</li> <li>ii. 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging,</li> </ul> </li> </ul>

<p>B. Music</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 1: Generating and conceptualizing ideas. <ul style="list-style-type: none"> <li>i. Practice: Imagine</li> </ul> </li> <li>b. Anchor Standard 2: Organizing and developing ideas. <ul style="list-style-type: none"> <li>i. Practices: Plan, Make</li> </ul> </li> <li>c. Anchor Standard 3: Refining and completing products. <ul style="list-style-type: none"> <li>i. Practices: Evaluate, Refine</li> </ul> </li> </ul> <p>C. Theater</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 1: Generating and conceptualizing ideas. <ul style="list-style-type: none"> <li>i. Practices: Imagine, Envision</li> </ul> </li> <li>b. Anchor Standard 2: Organizing and developing ideas. <ul style="list-style-type: none"> <li>i. Practices: Plan, Construct</li> </ul> </li> <li>c. Anchor Standard 3: Refining and completing products. <ul style="list-style-type: none"> <li>i. Practices: Evaluate, Clarify, Realize</li> </ul> </li> </ul>	<p>photo sequencing, photo captioning, video captioning, etc.</p> <p>B. Music</p> <ul style="list-style-type: none"> <li>a. 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</li> <li>b. 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</li> <li>c. 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.</li> <li>d. 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.</li> <li>e. 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</li> </ul> <p>C. Theater</p> <ul style="list-style-type: none"> <li>a. 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).</li> <li>b. 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).</li> <li>c. 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).</li> <li>d. 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).</li> </ul>
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	<ul style="list-style-type: none"> <li>e. 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).</li> <li>f. 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).</li> <li>g. 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 representa</li> </ul>
<b>Key Vocabulary</b>	
Steady Beat, Tempo, Rhythm, Notation, Time Signature, Notation, Quarter Note (Ta), Quarter Rest (Sh), Half Note (Ta-ah), Half Rest (Sh-sh), Eighth Note (Titi), Percussion, Tempo, Adagio, Andante, Allegro, Vibration, High, Low, Pitch, Echo Singing, Home Tone, Rhythm Pattern, Tonal Pattern	
<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>

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

<b>Unit 2: Connecting</b> <b>Curriculum Area: Performing Arts</b> <b>Unit Length: 8-9 Weeks</b>	<b>Grade Level: K-2</b>
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Unit Overview	
All students will understand the role, development, and influence of the arts throughout history and across cultures.	
Enduring Understandings	Essential Questions
<p>Music</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 10: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>2. Anchor Standard 11: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ol> <p>Theater</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 10: Theatre artists allow awareness of interrelationships between self and others to inform their work.</li> <li>2. Anchor Standard 11: As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</li> </ol> <p>Dance</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 10: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</li> <li>2. Anchor Standard 11: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</li> </ol>	<p>Music</p> <ol style="list-style-type: none"> <li>1. Standard 10: How do musicians make meaningful connections to creating, performing, and responding?</li> <li>2. Standard 11: How do the other arts, other disciplines, context, and daily life inform creating, performing, and responding to music?</li> </ol> <p>Theater</p> <ol style="list-style-type: none"> <li>1. Standard 10: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?</li> <li>2. Standard 11: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</li> </ol> <p>Dance</p> <ol style="list-style-type: none"> <li>1. Standard 10: How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>2. Standard 11: How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ol>
District/School Supplementary Resources	

<ul style="list-style-type: none"> <li>• Piano/keyboard</li> <li>• CD player/speakers with iPod connection</li> <li>• Computers</li> <li>• Various classroom instruments</li> <li>• <a href="http://www.QuaverMusic.com">www.QuaverMusic.com</a></li> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>	
District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes/Test</li> <li>• Group Projects/Discussions</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Tasks</li> </ul>
Instructional Best Practices	
<ul style="list-style-type: none"> <li>• Identifying Similarities and Differences</li> <li>• Reinforcing Effort and Providing Recognition</li> <li>• Practice</li> <li>• Modeling</li> <li>• Cooperative Learning</li> <li>• Setting Objectives and Providing Feedback</li> <li>• Cues and Questions</li> <li>• Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Checks for Understanding</li> <li>• Diagrams, Charts and Graphs</li> <li>• Visuals</li> <li>• Collaborative Problem Solving</li> <li>• Active Engagement Strategies</li> </ul>
Career Readiness, Life Literacies, and Key Skills	
<p><b><u>Career Awareness and Planning:</u></b>  9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b><u>Creativity and Innovation:</u></b>  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p>	



**Digital Citizenship:**

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

**Global and Cultural Awareness:**

9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

**Information and Media Literacy:**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

**Computer Science and Design Thinking****Networks and the Internet:**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

**Impacts of Computing:**

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

**Climate Change**

1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

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.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

**Interdisciplinary Connections****English Language Arts****Kindergarten**

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.4. Ask and answer questions about unknown words in a text.
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.2. With prompting and support, identify the main topic and retell key details of a text.
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

#### 1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.2. Identify the main topic and retell key details of a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

#### 2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Mathematics

### Kindergarten

#### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

#### Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

### 1st Grade

#### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

### 2nd Grade

#### Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

## NJSLS Learning Plan

Anchor Standards and Practices	Performance Expectations
<p>A. Music</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.             <ul style="list-style-type: none"> <li>i. Practice: Interconnection</li> </ul> </li> <li>b. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.             <ul style="list-style-type: none"> <li>i. Practice: Interconnection</li> </ul> </li> </ul> <p>B. Theater</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.             <ul style="list-style-type: none"> <li>i. Practice: Incorporate</li> </ul> </li> <li>b. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.             <ul style="list-style-type: none"> <li>i. Practices: Affect, Expand</li> </ul> </li> </ul> <p>C. Dance</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products             <ul style="list-style-type: none"> <li>i. Practice: Synthesize</li> </ul> </li> </ul>	<p>A. Music</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 10: 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a)</li> <li>b. Anchor Standard 11: 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a)</li> </ul> <p>B. Theater</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 10:             <ul style="list-style-type: none"> <li>i. 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).</li> </ul> </li> <li>b. Anchor Standard 11:             <ul style="list-style-type: none"> <li>i. 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.</li> </ul> </li> </ul>

<p>b. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>i. Practice: Relate</p>	<p>ii. 1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.</p> <p>C. Dance</p> <p>a. Anchor Standard 10:</p> <p>i. 1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</p> <p>ii. 1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.</p> <p>b. Anchor Standard 11:</p> <p>i. 1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p>
<p style="text-align: center;"><b>Key Vocabulary</b></p>	
<p>Composer, Choreography, Choreographer, Author, Play, Musical, Theater, Performance, Orchestra, Ballet, Tap, Hip Hop, Dance, Band, Wind Ensemble, Story, Actor</p>	
<p style="text-align: center;"><b>Modifications/Accommodations for Special Education Students</b></p>	<p style="text-align: center;"><b>Accommodations for At-Risk Students</b></p>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> </ul>

<ul style="list-style-type: none"> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Explain alternate moves</li> <li>● Create game extensions</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>

<b>Unit 3: Performing</b> <b>Curriculum Area: Performing Arts</b> <b>Unit Length: 8-9 Weeks</b>	<b>Grade Level: K-2</b>
<b>Unit Overview</b>	
All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>Music</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 4: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>2. Anchor Standard 5: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>3. Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</li> </ol> <p>Theater</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 4: Theatre artists develop personal processes and skills for a performance or design.</li> <li>2. Anchor Standard 5: Theatre artists make choices to convey meaning.</li> <li>3. Anchor Standard 6: Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</li> </ol> <p>Dance</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 4: Space, time and energy are basic elements of dance</li> </ol>	<p>Music</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 4: How do performers select repertoire?</li> <li>2. Anchor Standard 5: How do musicians improve the quality of their performance?</li> <li>3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ol> <p>Theater</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 4: How do theatre artists fully prepare a performance or design?</li> <li>2. Anchor Standard 5: How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>3. Anchor Standard 6: What happens when theatre artists and audiences share creative experiences?</li> </ol> <p>Dance</p> <ol style="list-style-type: none"> <li>1. Anchor Standard 4: How do dancers work with space, time and energy to communicate artistic expression?</li> </ol>

<ol style="list-style-type: none"> <li>Anchor Standard 5: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</li> <li>Anchor Standard 6: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li> </ol>	<ol style="list-style-type: none"> <li>Anchor Standard 5: How is the body used as an instrument for technical and artistic expression?</li> <li>Anchor Standard 6: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> </ol>
<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>Piano/keyboard</li> <li>CD player/speakers with iPod connection</li> <li>Computers</li> <li>Various classroom instruments</li> <li><a href="http://www.QuaverMusic.com">www.QuaverMusic.com</a></li> <li><a href="http://www.youtube.com">www.youtube.com</a></li> </ul>	
<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Quizzes/Test</li> <li>Group Projects/Discussions</li> <li>Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Performance Tasks</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>Identifying Similarities and Differences</li> <li>Reinforcing Effort and Providing Recognition</li> <li>Practice</li> <li>Modeling</li> <li>Cooperative Learning</li> </ul>	<ul style="list-style-type: none"> <li>Checks for Understanding</li> <li>Diagrams, Charts and Graphs</li> <li>Visuals</li> <li>Collaborative Problem Solving</li> <li>Active Engagement Strategies</li> </ul>



- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

### Career Readiness, Life Literacies, and Key Skills

#### **Career Awareness and Planning:**

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

#### **Creativity and Innovation:**

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

#### **Digital Citizenship:**

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

#### **Global and Cultural Awareness:**

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

#### **Information and Media Literacy:**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

### Computer Science and Design Thinking

#### **Networks and the Internet:**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

#### **Impacts of Computing:**

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

### Climate Change

1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

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.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

### Interdisciplinary Connections

#### English Language Arts

##### Kindergarten

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

##### 1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

- SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

#### 2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Mathematics

#### Kindergarten

##### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

##### Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

#### 1st Grade

##### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

<p>Geometry</p> <ul style="list-style-type: none"> <li>• Reason with shapes and their attributes.</li> </ul> <p>2nd Grade</p> <p>Measurement and Data</p> <ul style="list-style-type: none"> <li>• Measure and estimate lengths in standard units.</li> <li>• Relate addition and subtraction to length.</li> <li>• Work with time and money.</li> <li>• Represent and interpret data.</li> </ul> <p>Geometry</p> <ul style="list-style-type: none"> <li>• Reason with shapes and their attributes.</li> </ul>	
<p><b>NJSLS Learning Plan</b></p>	
<p><b>Anchor Standards and Practices</b></p>	<p><b>Performance Expectations</b></p>
<p>A. Music</p> <ol style="list-style-type: none"> <li>Anchor Standard 4: Selecting, analyzing, and interpreting work.             <ol style="list-style-type: none"> <li>Practices: Select, Analyze, Interpret</li> </ol> </li> <li>Anchor Standard 5: Developing or refining techniques and models or steps needed to create products.             <ol style="list-style-type: none"> <li>Practices: Rehearse, Evaluate, Refine</li> </ol> </li> <li>Anchor Standard 6: Conveying meaning through art.             <ol style="list-style-type: none"> <li>Practice: Present</li> </ol> </li> </ol>	<p>A. Music</p> <ol style="list-style-type: none"> <li>Anchor Standard 4             <ol style="list-style-type: none"> <li>1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</li> </ol> </li> <li>Anchor Standard 5:             <ol style="list-style-type: none"> <li>1.3A.2Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.</li> <li>1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</li> <li>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.</li> <li>1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</li> </ol> </li> </ol>

<p>B. Dance</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> <li>i. Practice: Express</li> </ul> </li> <li>b. Anchor Standard 5: Developing or refining techniques and models or steps needed to create products. <ul style="list-style-type: none"> <li>i. Practices: Embody, Execute</li> </ul> </li> <li>c. Anchor Standard 6: Conveying meaning through art. <ul style="list-style-type: none"> <li>i. Practice: Present</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>v. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</li> </ul> <p>c. Anchor Standard 6:</p> <ul style="list-style-type: none"> <li>i. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</li> <li>ii. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</li> </ul> <p>B. Dance</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 4: <ul style="list-style-type: none"> <li>i. 1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</li> </ul> </li> <li>b. Anchor Standard 5: <ul style="list-style-type: none"> <li>i. 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.</li> <li>ii. 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</li> <li>iii. 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.</li> <li>iv. 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</li> <li>v. 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</li> </ul> </li> <li>c. Anchor Standard 6: <ul style="list-style-type: none"> <li>i. 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.</li> </ul> </li> </ul>
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<p>C. Theater</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 4: Selecting, analyzing, and interpreting work. <ul style="list-style-type: none"> <li>i. Practices: Choose, Rehearse</li> </ul> </li> <li>b. Anchor Standard 5: Developing or refining techniques and models or steps needed to create products. <ul style="list-style-type: none"> <li>i. Practices: Establish, Analyze</li> </ul> </li> <li>c. Anchor Standard 6: Conveying meaning through art. <ul style="list-style-type: none"> <li>i. Practice: Share</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ii. 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.</li> </ul> <p>C. Theater</p> <ul style="list-style-type: none"> <li>a. Anchor Standard 4: <ul style="list-style-type: none"> <li>i. 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).</li> <li>ii. 1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</li> </ul> </li> <li>b. Anchor Standard 5: <ul style="list-style-type: none"> <li>i. 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).</li> <li>ii. 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).</li> </ul> </li> <li>c. Anchor Standard 6: <ul style="list-style-type: none"> <li>i. 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.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Key Vocabulary</b></p>	
<p>Boom Whackers, Pattern, Dance (sequence), Word syllables, Color, Texture, Expression, Composition, Musical Idea (i.e. phrase, theme, motive), Solo, Ensemble, Phrasing: short/long, Repeat, Contrast, Simple Accompaniment, Melodic instrument, Rhythmic instrument Line, Shape, Space, Rhyming words, Same/Different, Style, Environment, Create, Compose Question/Answer, World music, Culture, Tradition, Japanese songs, Mexican songs, Holiday songs, Indian music, Chinese music, Holiday songs, Personal Space, Actor, Actress, Dancer</p>	

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

<ul style="list-style-type: none"> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	
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<b>Unit 4 Responding</b> <b>Curriculum Area: Performing Arts</b> <b>Unit Length: 8-9 Weeks</b>	<b>Grade Level: K-2</b>
<b>Unit Overview</b>	
All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
Music <ol style="list-style-type: none"> <li>Anchor Standard 7: Perceiving and analyzing products. <ol style="list-style-type: none"> <li>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> </ol> </li> <li>Anchor Standard 8: Interpreting intent and meaning. <ol style="list-style-type: none"> <li>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> </ol> </li> </ol>	Music <ol style="list-style-type: none"> <li>Anchor Standard 7: Perceiving and analyzing products. <ol style="list-style-type: none"> <li>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> </ol> </li> <li>Anchor Standard 8: Interpreting intent and meaning. <ol style="list-style-type: none"> <li>How do we discern the musical creators' and performers' expressive intent?</li> </ol> </li> <li>Anchor Standard 9: Applying criteria to evaluate products. <ol style="list-style-type: none"> <li>How do we judge the quality of musical work(s) and performance(s)?</li> </ol> </li> </ol>



3. Anchor Standard 9: Applying criteria to evaluate products.
  - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

#### Dance

1. Anchor Standard 7: Perceiving and analyzing products.
  - a. Dance is perceived and analyzed to comprehend its meaning.
2. Anchor Standard 8: Interpreting intent and meaning.
  - a. Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
3. Anchor Standard 9: Applying Criteria to evaluate products.
  - a. Criteria for evaluating dance vary across genres, styles and cultures.

#### Theater

1. Anchor Standard 7: Perceiving and analyzing products.
  - a. Theater artists reflect to understand the impact of drama processes and theater experiences
2. Anchor Standard 8: Interpreting intent and meaning.
  - a. Theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
3. Anchor Standard 9: Applying criteria to evaluate products
  - a. Theater artists apply criteria to investigate, explore, and assess drama and theater work.

#### Dance

1. Anchor Standard 7: Perceiving and analyzing products.
  - a. How is a dance understood?
2. Anchor Standard 8: Interpreting intent and meaning.
  - a. How is dance interpreted?
3. Anchor Standard 9: Applying Criteria to evaluate products.
  - a. What criteria are used to evaluate dance?

#### Theater

1. Anchor Standard 7: Perceiving and analyzing products:
  - a. How do theater artists comprehend the essence of drama processes and theater experiences?
2. Anchor Standard 8: Interpreting intent and meaning.
  - a. How can the same work of art communicate different messages to different people?
3. Anchor Standard 9: Applying criteria to evaluate products
  - a. How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?

### District/School Supplementary Resources

- Piano/keyboard
- CD player/speakers with iPod connection
- Computers
- Various classroom instruments
- [www.QuaverMusic.com](http://www.QuaverMusic.com)
- [www.youtube.com](http://www.youtube.com)

District/ School Formative Assessment Plan	District/ School Summative Assessment Plan
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Quizzes/Test</li> <li>• Group Projects/Discussions</li> <li>• Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Tasks</li> </ul>
Instructional Best Practices	
<ul style="list-style-type: none"> <li>• Identifying Similarities and Differences</li> <li>• Reinforcing Effort and Providing Recognition</li> <li>• Practice</li> <li>• Modeling</li> <li>• Cooperative Learning</li> <li>• Setting Objectives and Providing Feedback</li> <li>• Cues and Questions</li> <li>• Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Checks for Understanding</li> <li>• Diagrams, Charts and Graphs</li> <li>• Visuals</li> <li>• Collaborative Problem Solving</li> <li>• Active Engagement Strategies</li> </ul>
Career Readiness, Life Literacies, and Key Skills	
<p><b><u>Career Awareness and Planning:</u></b>  9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p><b><u>Creativity and Innovation:</u></b>  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p>	

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

**Digital Citizenship:**

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.2.DC.2: Explain the importance of respecting digital content of others.

**Global and Cultural Awareness:**

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6)

**Information and Media Literacy:**

9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).

**Computer Science and Design Thinking**

**Networks and the Internet:**

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
- 8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
- 8.1.2.NI.4: Explain why access to devices need to be secured.

**Impacts of Computing:**

8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology.

**Climate Change**

1.2.2.Re7b: Identify, share and describe a variety of media artworks created from different experiences in response to global issues including climate change.

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.

1.5.2.Cn11b: Describe why people from different places and times make art about different issues, including climate change.

**Interdisciplinary Connections**

## Language Arts

### Kindergarten

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.5. Recognize common types of texts (e.g., storybooks, poems).
- RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.
- RI.K.10. Actively engage in group reading activities with purpose and understanding.
- W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

### 1st Grade

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.
- W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.1.1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- SL.1.6. Produce complete sentences when appropriate to task and situation.

### 2nd Grade

- RL.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RI.2.4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.
- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

## Mathematics

### Kindergarten

#### Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

#### Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

### 1st Grade

#### Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

### 2nd Grade

#### Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

#### Geometry

- Reason with shapes and their attributes.

## NJSLS Learning Plan

### Anchor Standards and Practices

### Performance Expectations

A. Music

- a. Anchor Standard 7: Perceiving and Analyzing Products.
  - i. Practices: Select, Analyze
- b. Anchor Standard 8: Interpreting intent and meaning.
  - i. Practice: Interpret
- c. Anchor Standard 9: Applying Criteria to evaluate products.
  - i. Practice: Evaluate

B. Dance

- a. Anchor Standard 7: Perceiving and Analyzing Products.
  - i. Practice: Analyze
- b. Anchor Standard 8: Interpreting intent and meaning.
  - i. Practice: Interpret
- c. Anchor Standard 9: Applying Criteria to evaluate products.
  - i. Practice: Critique

C. Theater

- a. Anchor Standard 7: Perceiving and Analyzing Products.
  - i. Practices: Examine, Discern
- b. Anchor Standard 8: Interpreting intent and meaning.
  - i. Practice: Interpret

A. Music

- a. Anchor Standard 7
  - i. 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
  - ii. 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.
- b. Anchor Standard 8
  - i. 1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.
- c. Anchor Standard 9
  - i. 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

B. Dance

- a. Anchor Standard 7
  - i. 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.
  - ii. 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture
- b. Anchor Standard 8
  - i. 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.
- c. Anchor Standard 9
  - i. 1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

C. Theater

- a. Anchor Standard 7
  - i. 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).
- b. Anchor Standard 8

<p>c. Anchor Standard 9: Applying Criteria to evaluate products.</p> <p>i. Practice: Critique</p>	<p>i. 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>ii. 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>iii. 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).</p> <p>c. Anchor Standard 9</p> <p>i. 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>ii. 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>iii. 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>
Key Vocabulary	
Program Music, Theme, Variation, Composers/Performers: PROKOVIEV, TCHAIKOVSKY, NYC BALLET, MISTY COPELAND, SAINT-SAENS	
Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students

<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• More space between students</li> <li>• Preferred position</li> <li>• Simplify patterns</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Use well-defined boundaries</li> <li>• Get a written list of instructions</li> <li>• Provide a buddy/partner</li> <li>• Preview skills for upcoming classes</li> <li>• Demonstrate/model activity</li> <li>• Disregard time limits</li> <li>• Oral prompt</li> <li>• More space between students</li> <li>• Preferred position</li> <li>• Simplify patterns</li> <li>• Reduce number of actions</li> <li>• Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>• Demonstrate/model activity</li> <li>• Partner assisted</li> <li>• Disregard time limits</li> <li>• Provide pictorial of rules, directions, or process</li> <li>• Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain alternate moves</li> <li>• Create game extensions</li> <li>• Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>• Instant Activity/Warm-Up</li> <li>• Closure</li> <li>• Whole Group</li> <li>• Small Groups</li> <li>• Modeling</li> <li>• Independent Practice</li> <li>• PBIS Implementation</li> <li>• Identify and review objectives for lesson</li> <li>• Stations</li> <li>• Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection</li> <li>• Goal Setting</li> <li>• Real World Connection</li> <li>• Accessing Prior Experiences</li> </ul>



# MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT PACING GUIDE

331 Levis Drive  
Mount Holly, New Jersey 08060

Course Title: Performing Arts  
Kindergarten to Second Grade

Unit	Weeks/Days	Standards	Anchor Standards	Focus Skills
Unit 1 Creating	4-6 weeks (classes meet 1x per week)	1.1.2.Cr1a 1.1.2.Cr1b 1.1.2.Cr2a 1.1.2.Cr2b 1.1.2.Cr3a 1.1.2.Cr3b 1.3A.2.Cr1a 1.3A.2.Cr2a 1.3A.2.Cr2b 1.3A.2.Cr3a 1.3A.2.Cr3b 1.4.2.Cr1a 1.4.2.Cr1b 1.4.2.Cr1c 1.4.2.Cr2a 1.4.2.Cr2b 1.4.2.Cr3a 1.4.2.Cr3b 1.4.2.Cr3c	1, 2, 3	<ul style="list-style-type: none"> <li>Identify the elements of dance in planned and improvised dance sequences.</li> <li>Use improvisation to discover new movements to fulfill the intent of the choreography.</li> <li>Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.</li> <li>Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.</li> <li>Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.</li> <li>Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.</li> <li>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</li> <li>Categorize families of instruments and identify their associated musical properties.</li> <li>Identify basic elements of theatre and describe their use in a variety of theatrical performances.</li> <li>Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).</li> <li>Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.</li> <li>Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.</li> </ul>

Unit 2 Connecting	4-6 weeks (classes meet 1x per week)	1.1.2.Cn10a 1.1.2.Cn10b 1.1.2.Cn11a 1.3A.2.Cn10a 1.4.2.Cn10a 1.4.2.Cn11a 1.4.2.Cn11b	10, 11	<ul style="list-style-type: none"> <li>Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.</li> <li>Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures</li> <li>Explore one's own personal opinion and style when connecting to a piece of performance art.</li> </ul>
Unit 3 Performing	4-6 weeks (classes meet 1x per week)	1.1.2.Pr4a 1.1.2.Pr4b 1.1.2.Pr4c 1.1.2.Pr5a 1.1.2.Pr5b 1.1.2.Pr5c 1.1.2.Pr5d 1.1.2.Pr5e 1.1.2.Pr6a 1.1.2.Pr6b 1.1.2.Pr6c 1.1.2.Pr6d 1.3A.Pr4a 1.3A.Pr5a 1.3A.Pr5b 1.3A.Pr5c 1.3A.Pr5d 1.3A.Pr5e 1.3A.Pr6a 1.3A.Pr6b 1.4.2.Pr4a 1.4.2.Pr4b 1.4.2.Pr5a 1.4.2.Pr5b 1.4.2.Pr6a	4,5,6	<ul style="list-style-type: none"> <li>Perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.</li> <li>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.</li> <li>Perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.</li> <li>Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.</li> <li>Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.</li> <li>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.</li> <li>Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.</li> <li>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.</li> <li>Blend unison and harmonic parts and vocal or instrumental</li> </ul>

				<p>timbres while matching dynamic levels in response to a conductor's cues.</p> <ul style="list-style-type: none"> <li>● Perform Reader's Theater</li> <li>● Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.</li> <li>● Use voice and movement in solo, paired, and group pantomimes and improvisations.</li> <li>● Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.</li> </ul>
Unit 4 Responding	4-6 weeks (classes meet 1x per week)	1.1.2.Re7a 1.1.2.Re7b 1.1.2.Re8a 1.1.2.Re9a 1.3A.3.Re7a 1.3A.3.Re7b 1.3A.3.Re8a 1.3A.3.Re9a	7, 8, 9	<ul style="list-style-type: none"> <li>● Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).</li> <li>● Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</li> <li>● Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).</li> <li>● Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</li> </ul>