

PERFORMING ARTS CURRICULUM GUIDE

K-12

2012

REGIONAL OFFICE OF CURRICULUM AND INSTRUCTION

CARLSTADT EAST RUTHERFORD SCHOOL DISTRICT

EAST RUTHERFORD SCHOOL DISTRICT

CARLSTADT PUBLIC SCHOOL

DR. MELISSA W. VARLEY, DIRECTOR

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PREFACE AND ACKNOWLEDGMENTS

“Music can name the unnamable and communicate the unknowable.”

Leonard Bernstein

Preface

“Musical forms have to do with the creation of order. Indeed, the ability to create and to perceive musical forms is a primary intellectual ability (Bresler, 2005).” Research suggests a relationship between music education and general intellectual development and academic achievement (Weinberger, 1998). The study of music engages the learner in higher cognitive functioning while at the same time enabling the learner to pursue affective activities. As a result, music education nurtures the mind and the soul.

An education in music enhances intellectual growth, strengthens creativity, and promotes aesthetic awareness. Furthermore, students benefit from a greater sense of poise, self-esteem, and confidence. Leadership, teamwork, self-discipline, and communication skills are all nurtured in the music classroom (Roberts, 1997).

National educational standards have focused attention on the necessity of an arts education and the New Jersey Core Curriculum Standards state that “experience with and knowledge of the arts is a vital part of a complete education (New Jersey Department of Education, 2004).” The arts are exceptionally qualified to develop a variety of the components of intelligence.

Today, with the overemphasis on high stakes tests that use isolated test items to measure achievement and the stress that accompanies those external accountability measures, an education in the arts is even more essential. Arts education promotes the development of the whole child and improves the general quality of life for students.

The purpose of this document is to develop an articulated K-12 music curriculum. Through the implementation of this curriculum, it is expected that the students of the Carlstadt-East Rutherford communities will benefit from a sound, cohesive program that is aligned to the *New Jersey Core Curriculum Content Standards in Visual and Performing Arts* and national trends in music education. In addition, the guide references the standards in technology and career education/life skills where applicable.

Acknowledgements

The guide was created under the direction of the three boards of education (Carlstadt, Carlstadt-East Rutherford, and East Rutherford). Sincere appreciation is extended to them for facilitating the work of the curriculum committee. Furthermore, I wish to thank all four principals and the three superintendents from each district.

Dr. Melissa W. Varley

Dr. Melissa W. Varley
Director of Curriculum and Instruction

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GENERAL MUSIC CURRICULUM
PRE-KINDERGARTEN
GENERAL MUSIC
GRADE PRE-KINDERGARTEN

CPI# 1.3 - Performance	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.P.B.1	Sing a variety of songs with expression, independently and with others	<p>Can the student sing with expression or feeling?</p> <p>Can the student sing independently or solo?</p> <p>Is the student able to sing with others?</p>	<p>Pitch Exploration – exploring the range and flexibility of the voice using sliding sounds solo and with the group through echoing, visual, and aural prompts.</p> <p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with the group using the same tune and words.</p> <p>Simple Songs - encouraging independent singing from students while they learn then sing the entire song.</p>	Teacher observation Call & Response Singing (Solo & Group) Recorded (Digital) Assessment Concert Performance	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

CPI# 1.3 - Performance	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.P.B.2	Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations	<p>Can the student play and keep a steady beat alone and with others?</p> <p>Can the student perform musical creations on a variety of instruments at different tempos or speeds?</p> <p>Is the student able to play on a variety of musical instruments using different volume levels or dynamics?</p>	<p>Child-Initiated Songs and Rhymes (Stationary) Individual child begins beat motion or playing an instrument then instructor speaks or sings song or rhyme in child's tempo.</p> <p>Teacher-Initiated Songs and Rhymes (Stationary) Teacher begins song or rhyme and students follow.</p> <p>Beat Movements with Recorded Music- Students use beat motions moving to high-quality recorded music.</p>	<p>Teacher observation In-class performance assessment Student Solos Call & Response Singing and Spoken Rhymes (Solo & Group)</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett "Making Music" Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

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1.3.P.B.3	Clap or sing songs with repetitive phrases and rhythmic patterns	<p>Is the student able to clap a repeating rhythmic pattern?</p> <p>Can the student sing a song with repeating melodic phrases?</p>	<p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with the group using the same tune and words.</p> <p>Simple Songs - Encouraging independent singing from children while they hear, assimilate, then sing the whole song.</p> <p>Call & Response Songs- Remembering and singing or performing an original pattern after a different pattern has been presented.</p>	<p>Teacher observation In-class performance assessment Student Solos Call & Response Singing and Spoken Rhymes (Solo & Group)</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

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1.3.P.B.4	Listen to, imitate, and improvise sounds, patterns, or songs.	<p>Can the student repeat or echo sounds?</p> <p>Can the student hear a short rhythmic or melodic pattern and repeat or imitate it?</p> <p>Can the student improvise a short rhythmic pattern or tune?</p>	<p>Pitch Exploration – exploring the range and flexibility of the voice using sliding sounds solo and with the group through echoing, visual, and aural prompts.</p> <p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with the group using the same tune and words.</p> <p>Call & Response Songs- Remembering and singing or performing an original pattern after a different pattern has been presented.</p> <p>Musical Conversations - tunes that children spontaneously create in sung conversation using neutral syllables.</p>	<p>Teacher observation In-class performance assessment Student Solos Call & Response Singing and Spoken Rhymes (Solo & Group)</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

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1.3.P.B.5	Participate in and listen to music from a variety of cultures and times.	<p>Is the student able to sing a variety of songs from different cultures?</p> <p>Can the student listen and move to music from a variety of cultures and historical periods?</p>	<p>Beat Movements with Recorded Music- Students use beat motions moving to high-quality recorded music.</p> <p>Listen and Move- students mirror instructor movement while listening to music from a variety of cultures and historical periods.</p> <p>Simple Songs - Encouraging independent singing from children while they hear, assimilate, then sing the whole song. (Using songs from a variety of cultures and times.)</p>	<p>Teacher observation In-class performance assessment Student Solos Call & Response Singing and Spoken Rhymes (Solo & Group)</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

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1.3.P.B.6	Recognize and name a variety of music elements using appropriate music vocabulary.	<p>Can the student recognize musical elements within a piece of music?</p> <p>Can the student use appropriate music vocabulary when describing a variety of elements within music?</p>	<p>Listen and Move- students mirror instructor movement while listening to music from a variety of cultures and historical periods. Movements are used to help develop a sense of FORM and EXPRESSIVE ELEMENTS (Dynamics and Articulation)</p> <p>Beat Movements with Recorded Music- Students use beat motions moving to high-quality recorded music.</p>	<p>Teacher observation In-class performance assessment Student Solos Call & Response Singing and Spoken Rhymes (Solo & Group)</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

CPI# 1.4.A – Aesthetic Responses	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.P.A.2	Describe feelings and reactions in response to diverse musical genres and styles.	<p>Can a student describe how a particular style or genre made them feel?</p> <p>Is the student able to express their thoughts about a particular genre or style?</p>	<p>Listen and Move- students mirror instructor movement while listening to music from a variety of cultures and historical periods. Then discuss the mood or feelings that are evoked in the performance.</p>	<p>Teacher observation Q&A In-class performance assessment</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

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1.4.P.A.3	Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.	<p>Can the student describe how a story or dramatic performance made them feel?</p> <p>Is the student able to explain what is happening in a story or dramatic performance?</p>	<p>SongTales – First-rate literature that helps develop awareness of the expressive potential in stories. Sung by instructor or played from high-quality recordings, these stories are performed while students sit quietly and listen.</p> <p>Live Performances – Listening and observing performances both in class and in school then discussing appropriate behavior.</p>	<p>Teacher observation Q&A Class Discussion In-class performance assessment</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p>

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1.4.P.A.4	Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	<p>Can the student describe how a particular piece of artwork or music makes them feel?</p> <p>Is the student able to hear and observe a variety of culturally diverse works and everyday, familiar music and describe it?</p>	<p>SongTales – First-rate literature that helps develop awareness of the expressive potential in stories. Sung by instructor or played from high-quality recordings, these stories are performed while students sit quietly and listen. Students then discuss how the story made them feel.</p>	<p>Teacher observation Q&A In-class performance assessment</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>DiscoveryEducation.com - streaming videos of various cultures and varying styles of music.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

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1.4.P.A.5	Begin to demonstrate appropriate audience skills during creative movement and dance performances.	<p>Can the student sit quietly, observe, and listen during creative movement and dance performances?</p> <p>Can the student applaud at the appropriate times when observing a creative movement or dance performance?</p>	<p>Movement Improvisation – students move creatively to classical music based on a main theme or idea. Small groups perform while the rest of class observes as audience and applauds at appropriate times.</p> <p>Live Performances – Listening and observing performances both in class and in school then discussing appropriate behavior.</p>	<p>Teacher observation Q&A In-class performance assessment</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>The Book of Movement Exploration (Can You Move Like This?) Feierabend & Kahan</p>

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1.4.P.A.6	Begin to demonstrate appropriate audience skills during recordings and music performances.	<p>Can the student sit quietly, observe, and listen during recordings and music performances?</p> <p>Can the student applaud at the appropriate times when observing a music performance?</p>	<p>SongTales – First-rate literature that helps develop awareness of the expressive potential in stories. Sung by instructor or played from high-quality recordings, these stories are performed while students sit quietly and listen.</p> <p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with small groups using the same tune and words. Solos and small group singing create an audience when the group listens during classroom performances.</p> <p>Live Performances – Listening and observing performances both in class and in school then discussing appropriate behavior.</p>	<p>Teacher observation Q&A</p> <p>In-class performance assessment</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music”Series</p> <p>DiscoveryEducation.com - streaming videos of various cultures and varying styles of music.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

CPI# 1.4.A – Aesthetic Responses	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.P.A.7	Begin to demonstrate appropriate audience skills during storytelling and dramatic performances.	<p>Can the student sit quietly, observe, and listen during storytelling and dramatic performances?</p> <p>Can the student applaud at the appropriate times when observing a dramatic performance?</p>	<p>Song Tales – First-rate literature that helps develop awareness of the expressive potential in stories. Sung by instructor or played from high-quality recordings, these stories are performed while students sit quietly and listen.</p> <p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with small groups using the same tune and words. Solos and small group singing create an audience when the group listens during classroom performances.</p> <p>Live Performances – Listening and observing performances both in class and in school then discussing appropriate behavior</p>	Teacher observation Q&A	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Discovery Education.com - streaming videos of various cultures and varying styles of music. – Okey Cokey Karaoke</p>

GENERAL MUSIC
K-2

CPI# 1.1 - The Creative Process	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	<p>Can the student Identify the difference between melody, rhythm, harmony, form and tone color?</p> <p>Can the student identify musical elements within a written score or listening excerpt?</p> <p>Is the student able to identify musical elements and respond verbally and in written form?</p> <p>Is the student able to Respond to contrasting sections through movement?</p>	<p>Students will listen, read, complete worksheets and answer questions concerning the elements of music.</p> <p>Students will perform simple melodies with no accompaniment as an example of melody. They will play simple harmonic accompaniments as well as simple rhythmic patterns.</p>	<p>Teacher observation Q&A Class Discussion Worksheets</p>	<p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

CPI# 1.1 - The Creative Process	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	<p>Can the student Identify the difference between melody, rhythm, harmony, form and tone color?</p> <p>Is the student able to listen to a variety of aural examples and identify specific musical elements?</p>	<p>Listen and Move- students mirror instructor movement while listening to music . Movements are used to help develop a sense of FORM and EXPRESSIVE ELEMENTS (Dynamics and Articulation)</p> <p>Students will move to contrasting sections to identify form.</p> <p>Movement Improvisation – students move creatively to classical music based on a main theme or idea.</p>	<p>Teacher observation Q&A Class Discussion Listening Task Performance Task</p>	<p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

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1.1.2.B.3	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.	<p>Is the student able to recognize, read and perform simple rhythmic notation up to eighth notes and rests ?</p> <p>Can the student recognize how patterns create unity in a song?</p> <p>Is the student able to identify alike and different phrases?</p> <p>Can the student recognize an ostinato as a pattern?</p> <p>Is the student able to describe how harmony is different than melody?</p>	<p>Pattern Recognition - students observe various patterns in classroom, in songs, melodies, and lyrics.</p> <p>Ostinato/Two Part singing - students sing a melody over played or sung ostinato pattern.</p> <p>Reading Decode – Familiar - speaking or singing previously presented material using rhythm syllables</p> <p>Reading Decode – Unfamiliar - speaking or singing new material using rhythm syllables (sight-reading)</p>	Teacher observation Q&A Class Discussion Listening Task Performance Task	<p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>Conversational Solfege - Level 1 – John M. Feierabend GIA Publications</p>

CPI# 1.1 - The Creative Process	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.	<p>Can the student recognize accurately a variety of instrumental tone colors?</p> <p>Is the student able to identify the four instrument families and the specific qualities associated with that category?</p>	<p>Video of Orchestra performances</p> <p>Instrument Bingo Listening game</p> <p>Students will identify a variety of instruments visually and aurally.</p>	<p>Teacher observation Q&A Class Discussion Listening Task Performance Task</p>	<p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p> <p>http://www.classicsforkids.com/music/orchestra</p>

CPI# 1.2 History of the Arts and Culture	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.2.2.A.1	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.	<p>Can the student recognize a variety of World Music?</p> <p>Can the student recognize that sometimes history has shaped music? (slavery in America helped create Gospel music, jazz etc.?)</p>	<p>Students will read about other cultures in the music text, listen to the songs involved, sing and discuss the qualities that create the particular cultural selection.</p> <p>Students will sing songs from the past and present of various cultures and discuss the influence the cultural background has on the music.</p> <p>SongTales – First-rate literature that helps develop awareness of the expressive potential in stories. Sung by instructor or played from high-quality recordings, these stories are performed while students sit quietly and listen.</p>	<p>Teacher observation Q&A Class Discussion Listening Task Performance Task</p>	<p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

CPI# 1.2 - History of the Arts and Culture	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.2.2.A.2	Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	<p>Can the student describe and identify how music reflects and expresses past and present cultures?</p> <p>Is the student able to identify historical and cultural icons in music?</p>	<p>Students will read about other cultures in the music text, listen to the songs involved, sing and discuss the qualities that create the particular cultural selection.</p> <p>Students will sing songs from the past and present of various cultures and discuss the influence the cultural background has on the music.</p>	<p>Teacher observation Q&A Class Discussion Listening Task Performance Task</p>	<p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

CPI# 1.3 - Performing	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	<p>Is the student able to read simple music notation that indicates pitch, rhythm, dynamics, and tempo?</p> <p>Can the student play simple rhythmic and melodic patterns on percussion instruments with reasonable ability?</p>	Students will perform simple rhythms and melodies on percussion instruments accompanying songs while following notation on the board and in the text. They will adapt to tempo and dynamic changes within the song.	Teacher observation Q&A Performance Task Rubric based performance assessment	<p>Conversational Solfege - Level 1 – John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8. Music Express Magazine, Hal Leonard Publications</p>

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1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	<p>Can the student sing with proper tonal quality using appropriate vocal production/vocal placement and breathing technique?</p> <p>Is the student able to use proper breathing technique and correct posture to improve the timbre of the voice and protect the voice when singing?</p>	<p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with the group using the same tune and words.</p> <p>Simple Songs - encouraging independent singing from students while they learn then sing the entire song.</p> <p>Pitch Exploration- exploring the range and flexibility of the voice using sliding sounds solo and with the group through echoing, visual, and aural prompts.</p> <p>Read about and discuss vocal production.</p> <p>Vocal exercises - practice simple vocal production exercises to produce better tonal quality, correct posture and proper use of the muscles used in singing.</p>	<p>Teacher observation Q&A Performance Task Rubric based performance assessment</p>	<p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

CPI# 1.3 - Performing	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	Can the student play simple rhythmic and melodic patterns on percussion instruments with reasonable ability?	Students will perform simple rhythms and melodies on percussion instruments accompanying songs while following notation on the board and in the text. They will adapt to tempo and dynamic changes within the song.	Teacher observation Q&A Performance Task Rubric based performance assessment	Silver-Burdett “Making Music” Series K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8. Music Express Magazine, Hal Leonard Publications

CPI# 1.3 - Performing	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.2.B.4	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.	<p>Can the student sing independently or solo while demonstrating appropriate posture and breathing technique?</p> <p>Is the student able to sing rounds, canons, and in unison with others ?</p>	<p>Song Fragments/Echo Songs – Repeating short phrases or songs solo and with the group using the same tune and words.</p> <p>Simple Songs - encouraging independent singing from students while they learn then sing the entire song.</p> <p>Students will sing and perform simple melodies and rhythms involving quarter note, eighth note and rests using within a major scale.</p>	<p>Teacher observation Q&A Performance Task Rubric based performance assessment</p>	<p>Conversational Solfege - Level 1 – John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

CPI# 1.3 - Performing	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	<p>Can the student recognize forms and rules that govern music composition, rhythmic accompaniments and the harmonization of parts?</p> <p>Can the student utilize improvisation within appropriate repertoire as a skill for music composition?</p>	<p>Musical Conversations - tunes that children spontaneously create in sung conversation using neutral syllables. Students may sing in response to movement activities using descriptive words</p> <p>Conversational Solfege-Create – Students create original rhythm or tonal patterns using rhythm or tonal syllables</p> <p>Students will learn about improvisation. They will take turns experimenting on various percussion instruments creating patterns to augment different songs.</p>	Teacher observation Q&A Performance Task Rubric based performance assessment	<p>Conversational Solfege - Level 1 – John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p>

CPI# 1.3 - Performing	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.2.B.6	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.	Recognize forms and rules that govern music composition, rhythmic accompaniments and the harmonization of parts?	<p>Reading Decode – Familiar - speaking or singing previously presented material using rhythm syllables</p> <p>Reading Decode – Unfamiliar - speaking or singing new material using rhythm syllables (sight-reading)</p>	Teacher observation Q&A Performance Task Rubric based performance assessment	<p>Conversational Solfege - Level 1 – John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John M. Feierabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8.</p> <p>Music Express Magazine, Hal Leonard Publications</p>

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1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	<p>Can the student follow basic conducting patterns and cues for a vocal or instrumental performance?</p> <p>Is the student able to match their vocal or instrumental timbre and dynamics while performing with a group?</p> <p>Can the student sing with expression or feeling?</p>	Students will understand and follow cues from the conductor involving entrances, cut offs and dynamic levels.	<p>Concert and Public performances</p> <p>Teacher observation</p> <p>Q&A</p> <p>Performance Task</p> <p>Rubric based performance assessment</p>	<p>Conversational Solfege - Level 1 – John M. Feierabend GIA Publications</p> <p>Silver-Burdett “Making Music” Series</p> <p>First Steps in Music (for Preschool and Beyond) John Mirabend GIA Publications</p> <p>K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8. Music Express Magazine, Hal Leonard Publications</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS WTSBAT	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	Identify qualities of serious music within the varied emotions of several pieces, for example, music in major versus minor, blues versus gospel, and selected composers?	<p>Discuss the different emotions experienced while listening to songs using major vs. minor scales and aurally recognize one from the other.</p> <p>Sing and perform a blues song and compare to a gospel song. They will discuss the cultural influences of both styles and how it has changed music today.</p>	The teacher will evaluate by the level of the answers and performances in class, as well as the quality of any artwork produced.	<p><i>Making Music (K)</i>-Scott Foresman c. 2002</p> <p><i>The Music Connection(1)</i> – Scott Foresman c. 2000</p> <p><i>The Music Connection(2)</i> - Scott Foresman c. 2000</p>
1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	Recognize music of various cultures, such as, the pentatonic scale of Asian and Native American music, instrumentation of Latin and Indian music, etc.?	Listen to music of varied cultures and accompany Asian songs using the pentatonic scale, Latin instruments to accompany Hispanic music compared to listening to a sitar from India.		<p><i>The Music Connection(3)</i> - Scott Foresman c. 2000</p> <p><i>It's Recorder Time</i> – Alfred Music Co., Inc. 1968</p>
1.4.2.A.3	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).	Create an imaginative visual story while listening to a selected serious piece of music that evokes strong emotion?	While listening to pieces such as Bach's "Tocatta and Fugue in D minor" or Gershwin's "Rhapsody in Blue" create a picture from the student's imagination and emotions evoked from the music.		<p><i>Making Music (4)</i>-Scott Foresman c. 2002</p> <p>Internet -</p> <p>http://www.musictechteacher.com/</p> <p>http://www.classicsforkids.com/</p> <p><i>Themes & Variations</i> – www.musicplay.ca newsletter</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	Recognize and recreate patterns in music that create images of nature such as rain, the shape of a mountain and animal sounds?	<p>Play melody lines going upward and then downward that imitate a contour of a mountain.</p> <p>Listen to a song that includes sound effects that recreates rain and accompany songs with appropriate instruments to establish the same feeling.</p> <p>Listen to and discuss music that imitates animals through varied timbres of orchestral instruments.</p>	The teacher will evaluate by the level of the answers and performances in class, as well as the quality of any artwork produced.	<p><i>Making Music (K)</i>-Scott Foresman c. 2002</p> <p><i>The Music Connection(1)</i> – Scott Foresman c. 2000</p> <p><i>The Music Connection(2)</i> - Scott Foresman c. 2000</p> <p><i>The Music Connection(3)</i> - Scott Foresman c. 2000</p> <p><i>It's Recorder Time</i> – Alfred Music Co., Inc. 1968</p> <p><i>Making Music (4)</i>-Scott Foresman c. 2002</p> <p>Internet - http://www.musictechteacher.com/ http://www.classicsforkids.com/</p> <p><i>Themes & Variations</i> – www.musicplay.ca newsletter</p>

CPI# 1.4.B - Critique Methodologies	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and used them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	Will students be able to comprehend what makes a quality piece of music?	Students will listen to several music pieces and write about what they hear.	Concert and Public performances Teacher observation Q&A Performance Task Rubric based performance assessment	K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8. Music Express Magazine, Hal Leonard Publications Discovery Education.com - streaming videos of various cultures and varying styles of music.

CPI# 1.4.B - Critique Methodologies	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.	Will students objectively and in a positive manner critique each other's musical performances within the class and concert performances?	Video Tape Playback – Watching and critiquing public and classroom performance	Concert and Public performances Teacher observation Q&A Performance Task Rubric based performance assessment	K-8 Magazine, Plank Road publication. A monthly magazine that brings excellent songs and resources for grades K-8. Music Express Magazine, Hal Leonard Publications

GENERAL MUSIC
GRADES 3-5

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.	<p>When listening to a recorded example, how do you identify the instruments you hear playing?</p> <p>When listening to a recorded example, how do you identify the time signature?</p> <p>When listening to a recorded example, how do you identify the style of a piece of music?</p> <p>Can the student listen to a rhythmic or melodic example and play it on their instrument.</p>	<p>Students will have the opportunity to listen to musical examples in varying styles in class and describe the musical elements contained in the recordings.</p> <p>If professional recordings of pieces they are working on in band are available, students can listen and respond to the musical elements, performance quality, and overall qualities of the recording.</p> <p>The teacher will perform a rhythm or melody example and students will play it.</p>	The teacher will evaluate student success through the quality of answers to questions in class discussion and worksheets based on musical styles, instruments, and elements of music. The teacher will also assess student performance of echo exercises	<p>Various recordings on CD.</p> <p>Recordings from the internet.</p> <p>Worksheets created by the teacher and/or downloaded from the internet.</p>

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1.1.5.B.2	Demonstrate the basic concept of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.	Will the students be able to demonstrate proficiency (vocally and on rhythm instruments) rhythms, melodies and harmonies, while reading musical notation.	Apply knowledge of theory worksheets(theory workbook) to practicing and performing rhythmic and vocal exercises.	Teacher will asses the students progress based on students performance of melodic and rhythmic exercises.	Theory work book Teacher composed melodies and rhythm exercises

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1.2.5.A.1	Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.	<p>Will the students be able to recognize works of music as they relate to societal values and beliefs?</p> <p>Will the students be able to identify types of music with corresponding to certain societies and eras in societies</p>	<p>Examples of music/songs that correspond with historical events will be sung. Then the social significance of the era and the cultural atmosphere of the time will be discussed.</p> <p>Students will listen to recorded works to discuss the historical context of both the composers and the pieces. Students will also discuss the same for pieces they are working on in band.</p>	<p>Through group singing and class discussion, the students knowledge of the subject matter will be assessed by the instructor</p> <p>Teacher will assess student's progress through questions and answers as well as the possibility of written responses.</p>	<p>Master Theory for beginners Book 1 by Charles Peters & Paul Yodier</p> <p>song books</p> <p>5th grade General Music Texts</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.2.5.A.1	Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.	<p>Will the students be able to recognize works of music as they relate to societal values and beliefs?</p> <p>Will the students be able to identify types of music with corresponding to certain societies and eras in societies</p>	Examples of music/songs that correspond with historical events will be sung. Then the social significance of the era and the cultural atmosphere of the time will be discussed.	Through group singing and class discussion, the students knowledge of the subject matter will be assessed by the instructor	<p>Master Theory for beginners Book 1 by Charles Peters & Paul Yodier</p> <p>song books</p> <p>5th grade General Music Texts</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theater, and visual art from diverse cultures throughout history.	Do students recognize the names of famous musicians from various cultures?	<p>Students will listen to recordings of various styles of music by famous musicians and discuss their impact in music history. Students will listen to, sing songs from, and discuss music from significant composers and artists from different eras and cultures.</p> <p>Examples: Bach, Haydn, Tchaikovsky, Stravinsky, Bernstein(orchestral)</p> <p>Blues, Ragtime, swing ,bebop, fusion</p> <p>Folk, rock, metal, disco, rap</p> <p>Discussion of the progression of each style, as well as important individual artists will be discussed.</p>	Teacher will assess student's progress through question and answers in class as well as the possibility of written responses.	<p>Various recordings, pieces of music, and worksheets from the internet and/or teacher generated.</p> <p>Grade 5 music text books</p> <p>Recordings</p> <p>Internet</p> <p>Lecture</p>

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1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter	<p>Can the students sing and or perform rhythms incorporating different time signatures, and treble and bass clefs?</p> <p>When listening to a recorded example, how do you identify the instruments you hear playing?</p> <p>When listening to a recorded example, how do you identify the time signature?</p> <p>When listening to a recorded example, how do you identify the style of a piece of music?</p> <p>Can the student listen to a rhythmic or melodic example and play it on their instrument.</p>	<p>Students will participate completing worksheets from Theory book 1.</p> <p>Students will then perform (vocally and rhythmically) exercises completed</p> <p>Students will have the opportunity to listen to musical examples in varying styles in class and describe the musical elements contained in the recordings.</p> <p>If professional recordings of pieces they are working on in band are available, students can listen and respond to the musical elements, performance quality, and overall qualities of the recording.</p> <p>The teacher will perform a rhythm or melody example and students will play it</p>	<p>Written quiz and student performance</p> <p>The teacher will evaluate student success through the quality of answers to questions in class discussion and worksheets based on musical styles, instruments, and elements of music.</p> <p>The teacher will also assess student performance of echo exercises</p>	<p>Master Theory book 1 by Charles Peters & Paul Yodier</p> <p>Various recordings on CD.</p> <p>Recordings from the internet.</p> <p>Worksheets created by the teacher and/or downloaded from the internet</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	Will the students be able to sing in parts as a group and sing solo, a given melodic line.	<p>Students will sing solo passages so the teacher can determine the students vocal range and ability</p> <p>Students will be grouped appropriately and will sing passages in two part harmony.</p>	Teacher assessment of the group and the individual students performance, based on progression of students abilities	5 th grade music text books sheet music

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1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	Can the students improvise a melody and/or a rhythm that is structured properly in conjunction with a chord progression?	<p>Students will listen to improvised music. The improvised solo will be discussed and related to the stated melody and the chord progression.</p> <p>Students will then practice improvising over a given chord progression.</p>	Instructor will assess the students ability to improvise, and the students learned knowledge on the subject of improvisation through performance and discussion.	<p>Computer</p> <p>internet</p> <p>rhythm instruments</p> <p>5t grade textbooks</p> <p>Keyboard</p> <p>recordings</p>

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1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	Will the students recognize the elements of music used to exhibit emotion?	<p>The students will listen to music used as background in movies and TV shows. Musical Theater can also be listened to and discussed.</p> <p>The students will have a dialogue about how the score sets the mood of a movie etc.</p> <p>An example might be watching a scene from the movie “jaws” with and without the theme music to the shark attacks. Then discussing the emotions that are added to the scene by incorporating the musical score.</p>	Class discussion and student feed back	<p>Movies</p> <p>Music scores</p> <p>Broadway show video recordings</p>

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1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance , music, theatre, and visual art according to established classifications.	Will the students be able to categorize different styles of music by their tome period or genre by the end of 5 th grade.	<p>The students will study, discuss and listen to different styles of music, including but not limited to; symphonic, band, jazz band : baroque, classical, romantic, modern, swing, be bop, big band.</p> <p>The class will study significant artists composers, bands, orchestras, related to these styles of music and will be able through listening and discussion be able to categorize each style.</p>	The students ability to correctly identify a style of music based on listening activities.	Lectures Recordings

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1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	Will the students be able to make an informed judgment on the quality and musicality of a piece of music in relation to its personal, historical, or cultural relevance?	<p>The students will discuss and learn the historical, and cultural relevance that lead to the development of different genres of music.</p> <p>The students will listen to these types of music, they will also listen to styles that came before and after each style.</p> <p>The students will also relate social, historical, and cultural events that lead to the development of each style of music studied.</p> <p>TYPES OF MUSIC STUDIED:</p> <p>blues, gospel, rag time, jazz, folk, roll and roll</p>	<p>The students will study the following styles of music, as well as the historical significance of the culture and society at the time each was developed.</p> <p>The students will study the progression and development of the following styles of music;</p> <p>Folk, gospel ,rag time, blues jazz, rock and roll</p>	<p>History Books</p> <p>Internet</p> <p>Recordings</p> <p>Lectures</p>

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1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context)	Will the students be able to understand and hear the cultural, social and historical influences that shape the individual musician and composers performance and compositions?	<p>The students will discuss and study the cultural and social setting of each composer or musicians time period.</p> <p>These influences will be discussed and then relevant musicians and compositions will be listened to.</p>	Knowledge of the students ability to understand the subject matter will be assessed by the teacher through class discussion, and the individual students ability to verbalize an understanding of the lesson.	<p>Recordings</p> <p>Lectures</p> <p>Internet</p> <p>Historical and culturally significant news articles</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.5.B.1	Asses the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	Will the students be able to make an educated critique of a piece of music or performance that is driven by knowledge of the form of the piece rather than a simple opinion of taste.	<p>Students will learn different styles of music including but not limited to the acceptable forms, chord structures, and expected tonalities of each given style of music.</p> <p>This will be accomplished through listening exercises, as well as written musical notation related to a genre of music.</p>	<p>Discussion and feedback to lectures.</p> <p>The ability to recognize by listening, and to be able to correctly categorize a style of music.</p> <p>The students will be able to name artists and compositions associated with a style of music.</p> <p>Written notation from work sheets</p>	<p>Worksheets, Master Theor Book 1 Peters and Yoder</p> <p>Recordings</p> <p>Lectures</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	<p>Will the students be able to acknowledge educated critiques by their peers.</p> <p>Will the students be able to make educated critiques of a performance of a piece of music.</p>	<p>The teacher will find a critique of a composition or a performance by an artist.</p> <p>The class will listen to a recording of the same composition and then critique the performance.</p> <p>The students will then compare the critiques. Only the teacher will have the knowledge of who wrote the critiques. Amongst these critiques will be the one from the professional critique.</p>	<p>The students and teacher will discuss the critiques examining what they could identify with rather than compare with in each article.</p> <p>The teacher will assess the validity of each students critique.</p>	<p>Newspaper or internet critique</p> <p>Recordings</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	Will the students be able to use the proper music terminology when evaluating or critiquing musical performances?	<p>The students will be given musical terms and will be asked to define them.</p> <p>The students will be quizzed on these music terms.</p> <p>The students will write a critique and will underline the music terminology learned. They will also define these words at the end of this critique.</p>	The teacher will grade the terminology quiz and the written critique.	<p>Music dictionary</p> <p>Recording</p> <p>Quiz</p>

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1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	<p>Can the students appreciate different educated opinions or critiques of a composition or performance?</p> <p>Can students identify with and be able to critique the performance of the same musical composition by different artists?</p>	<p>Listening activities</p> <p>Written critiques</p> <p>Verbal classroom dialogue</p>	Teacher assessment based on class discussion.	Recordings

MIDDLE SCHOOL BAND

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.8.B.1	Analyze the application of elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting different scores.	<p>Will the students be able to distinguish between Western and non-Western styles of music by listening to various musical pieces?</p> <p>Will the students be able to recognize the Western and non-Western music by observing the score to a given piece?</p>	<p>The students will be exposed to recordings of various examples of Western and non-Western; some familiar and some not.</p> <p>Students will list similarities and differences between Western and non-Western recordings.</p> <p>Students will be exposed to scores while listening to pieces of music. Notations, chord and scale structures will be discussed.</p>	<p>Teacher observation, class discussion as well as listening exercises will be used to evaluate the students ability to distinguish between Western and non-Western styles of music.</p> <p>Students will be asked to listen for non-Western influenced music in the media and internet etc. and to site examples.</p>	<p>Cd recordings</p> <p>Internet</p> <p>Musical Scores</p> <p>Band Literature</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.8.B.2	Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical composition	Will students be able to recognize the difference between different styles of music? Will they be able to compare and contrast the use of different elements and structural forms in those different styles?	<p>Different styles of music will be performed by the ensemble and discussed in class.</p> <p>When available, students will be exposed to recordings of the pieces they will be playing to hear and discuss elements of music and compositional techniques.</p>	<p>Class discussions</p> <p>Question and answer</p> <p>Written responses</p>	<p>Lesson books</p> <p>Band Literature</p> <p>Lecture</p> <p>Recordings</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIs)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.2.8.A.1	Map historical innovations in music that were caused by the creation of new technologies.	<p>Will the students be aware of the technological changes in the process of music publishing, composition, performance, etc.?</p> <p>Will students have some knowledge of the use of acoustic instruments vs. electronic instruments, analog vs. digital recording techniques, and the impact these have had, pro and con, in the field of music?</p>	<p>Listening to recordings of acoustic and electronic instruments.</p> <p>Research developments and milestones in music technology, including music publishing, musical recordings, electronic instruments and their capabilities.</p>	<p>Students will distinguish between acoustic and electric instruments while listening in class.</p> <p>Students will discuss and display the ability to make digital recordings using computers and the internet.</p> <p>Students will be able to explain the pros and cons of technology in the music business and how it affects the music industry</p>	<p>Live or recorded performances of Musical Theater, Symphony Orchestra, Pop Music, etc.</p> <p>Computer programs such as Garageband or Mixcraft</p> <p>Internet sites like Youtube, iTunes, etc.</p> <p>Teacher Lecture</p>

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1.2.8.A.2	Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	<p>Will the students be able to recognize musical compositions that relate to events, ideas, or issues in different cultures?</p> <p>Will students be able to recognize the historical significance or time-period of musical compositions?</p>	<p>Students will be exposed to the historical and/or cultural significance of pieces they are working on in ensembles.</p> <p>For example, if a Scott Joplin Rag is being learned by the ensemble, a lesson about the culture at the time the rag was composed would be very educational and useful both as an exercise in history as well as a lesson in musical style.</p> <p>Students may be asked to do some research on their own.</p>	<p>Class discussions and question and answer sessions will check students understanding of historical and cultural significance of musical compositions.</p> <p>Students may do some research on their own using the internet or other resources, and present their findings to the class.</p>	<p>Teacher Lecture</p> <p>Musical Compositions</p> <p>Historical/cultural resources</p> <p>Internet</p>

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1.2.8.A.3	Analyze the social, historical, and political impact of musicians on culture and the impact of culture in music	Will the students be able to recognize various musicians that have had a significant impact on their culture?	<p>Students will work on pieces of music that were written by, recorded by, or written in the style of historically significant musicians.</p> <p>Students will be exposed to recordings of music written by, recorded by, or written in the style of historically significant musicians.</p>	<p>Class discussions and question and answer periods will revolve around composers and performers of historical significance in reference to music being performed by students.</p> <p>The student will understand the influence of the musician on that culture, and/or the influence of the culture on the musician.</p>	<p>Band Literature</p> <p>Lecture</p> <p>Historical/cultural resources</p> <p>Recordings</p> <p>Internet</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.3.8.B1	Perform instrumental or vocal compositions using complex standard and non-standard Western, non Western, and avant-garde notation.	<p>Will the students be able to recognize and perform music using complex standard notation?</p> <p>Will students be able to recognize and perform music that uses non-standard and/or non-Western or avant-garde notation?</p>	<p>Students will study and compare various types of musical notation, new, old, and contemporary, as well as Western and non-Western music. The students will discuss the similarities and differences between them.</p> <p>Students will perform familiar songs that they will need to identify through performance using non Western notation, and non standard notation.</p>	<p>The teacher will evaluate the proficiency of each student's performance of music in differing types of notation and styles.</p> <p>Class discussions will help students recognize and use different forms of notation.</p>	<p>Band literature</p> <p>Recordings</p> <p>Internet</p>

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1.3.8.B.3	Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff	Will the instrumental students be able to identify, understand, and perform music dynamics as prompted by music symbols and abbreviations?	<p>Symbols and abbreviations of dynamics will be defined and explained, especially those appearing in music the students are performing.</p> <p>Teacher will demonstrate appropriate dynamics and articulations to the students.</p> <p>Recordings will be used to reinforce demonstrations.</p>	<p>Students will review recordings of concert and practice performances focusing on the performance of dynamics and other musical markings.</p> <p>The teacher will assess individual and group performances of dynamics in class.</p>	<p>Band literature</p> <p>Lesson Book</p> <p>Recordings</p> <p>Internet</p>

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1.3.8.B.4	<p>Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing technique in that genre or style.</p>	<p>Do the students understand the concept of improvisation?</p> <p>Can the students perform improvisational passages based on the parameters of a particular style of music?</p>	<p>Students will have the opportunity to perform in Jazz/Rock ensembles and improvise as part of the performance.</p> <p>Students will have the opportunity to improvise based on scales or other parameters in small group lessons.</p> <p>Students will have the opportunity to listen to artists and styles of music that incorporate improvisation.</p>	<p>Teacher observation of performance on instrument.</p> <p>Assessment of chord structure and chord progression knowledge.</p> <p>Students will do informal assessments of their improvised passages.</p> <p>Students will be able to record their improvised passages.</p>	<p>Jazz and Rock Ensemble literature</p> <p>Scale and chord progression sheets</p> <p>Recordings</p> <p>Recording device</p> <p>Internet</p>

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1.4.8.A.1	Observe the basic arts elements in performance used to formulate objective assessments of art works in music.	Will the students be able to use their knowledge of the elements of music to make a knowledgeable assessment of the performance of a piece of music?	<p>By learning to perform different styles of music, students will gain the basic knowledge and experience to ascertain the quality of performance by their own and other ensembles.</p> <p>Students should be able to asses performance of different elements of music like dynamics, articulations, rhythms, styles, etc.</p>	<p>Shared critiquing of performances amongst classmates.</p> <p>Class discussion of recordings of various ensembles (including their own ensembles).</p>	<p>Band Literature</p> <p>Recordings</p> <p>Live Performances</p> <p>Internet</p>

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1.4.8.A.2	Identify works of music that are used for utilitarian and non-utilitarian purposes.	Will students be able to distinguish between music that is used for a specific purpose as opposed to just beauty?	<p>Students will listen to and be aware of music whose main purpose is for enjoyment (i.e. a symphony, sonata, program music, etc.).</p> <p>Students will listen to and be aware of music whose main purpose is for a reason other than the pure enjoyment of listening (i.e. jingles, musical cues in soundtracks, etc.).</p>	In class discussions and question and answer sessions, students will be able to distinguish between music that is written for music's sake, and music written for a specific use.	<p>Recordings</p> <p>Internet</p>

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical areas.	Will the students be able to recognize styles, trends, and movements in music that are associated with certain cultures or historical eras?	<p>Compositions or varying style and significance will be learned and performed. The students will discuss why they believe a given piece of music is an outgrowth of a culture or historical event.</p> <p>Students assessments can be based on composers, musicians, or styles of music they have already experienced.</p>	Guided classroom discussion will be geared towards authentic student assessments of styles, trends, and movements surrounding pieces of music being performed by ensembles.	<p>Band Literature</p> <p>Lecture</p> <p>Discussion</p> <p>Historical/Cultural reference</p> <p>Internet</p>

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CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
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CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	<p>Will the students be able to understand that certain music our culture views as acceptable may once have been thought of as unacceptable in the past?</p> <p>Will the students be able to accept that some music that our society, and culture does not fully appreciate today may be viewed differently in the future?</p>	<p>Students will listen to recordings of music that in the past did not conform to societal norms, but is now thought of as normal.</p> <p>Students will listen to music that in past societies was considered the norm, that now sounds strange to the listeners in our culture.</p>	Students will be able to articulate that the appreciation of a style or form of a musical composition is subjective not only to the individual listener, but also to the time period that listener exists in. listeners will be influenced by the cultural norms of their time.	<p>Musical Recordings related to this topic (The Rite of Spring, Gregorian Chant, The Beatles, etc)</p> <p>Internet</p>

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1.4.8.A.5	Interpret symbolism and metaphors embedded in musical compositions.	Will the students be able to recognize and interpret musical metaphors and symbolism that occur in musical compositions that they perform or listen to?	Students will listen to and perform various pieces of music that use musical symbolism to persuade an emotion or mental picture.	<p>Students will explain the feelings they get or the mental images they see when they perform or listen to a piece of music.</p> <p>Students can refer to movie scores or program music that suggest a type of emotional response or image that the composer is trying to elicit from the listener.</p>	<p>Band literature being learned or performed</p> <p>Recordings (i.e. Movie scores, Symphonic poems, etc.)</p> <p>Internet</p>

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1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	Will the Students be able to recognize “traditional” musical pieces from those that use non conventional ideas or instrumentation?	Students will listen to “traditional” pieces of music and will be able to articulate and compare these works to non conventional pieces of music. Students will discuss what elements are shared or not shared by pieces that use “traditional” instrumentation, and those that use non-standard instrumentation.	The students will have a discussion with each other and with the teacher comparing , contrasting, and identifying “traditional” and “non traditional” musical compositions. Students will be encouraged to come up with ideas for non-standard instrumentation.	Musical recordings Class Lecture Videos (i.e. Stomp, Blue Man Group, etc.) Internet

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1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative musical compositions.	Will the students be able to analyze the form, function, craftsmanship, and originality of a musical composition?	Using learned knowledge of different genres of music and the historical and cultural influences on different genres of musical composition, the student will be able to articulate a knowledgeable understanding of a given musical composition being learned for performance.	The teacher will assess the dialogue amongst the band students discussing a composition being performed. The students should show their knowledge of form, structure, function, craftsmanship, and originality of the musical composition being learned.	<p>Band Literature</p> <p>Lecture</p> <p>Class Discussion</p> <p>Recordings</p> <p>Internet</p>

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1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	<p>Can the students be able to appreciate the performance and the talent of musicians that perform a particular style of music?</p> <p>Will the students be able to distinguish what is accepted as proficient in different styles of music?</p> <p>Will the students be able to appreciate talented musicians who perform styles of music that they do not often listen to?</p>	<p>Students will study and listen to examples of various styles of music to achieve an awareness of what is accepted as proficient in different styles of music.</p> <p>Students will listen to various artists who are accomplished in various styles of music.</p>	<p>Teacher will assess students' ability to recognize different styles of music and what is expected of proficient performance of that style.</p> <p>Students will discuss what they like or don't like about various styles, but demonstrate the ability to differentiate what they like from what is well performed.</p>	<p>Recordings</p> <p>Internet</p> <p>Class Discussion</p>

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1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.	<p>Will the students be able to compose an essay comparing the likes and differences between different styles of music?</p> <p>Will the students be able to compose an essay explaining the evolution of styles of music from different time periods and/or cultures?</p>	<p>Students will pick two artists or composers from two different styles or historical eras of music and will present an oral report to the class contrasting the similarities and differences. Students may perform music from both periods and perform them in different styles.</p> <p>Example: student performs Beethoven's Ode to Joy in a swing style.</p>	The instructor will grade the essay based on knowledge related studies in music class as well as proper writing techniques.	<p>Internet</p> <p>Recordings</p> <p>Band Literature</p> <p>Lesson Books</p> <p>Word Processing program</p>

MIDDLE SCHOOL CHORUS

Standard 1.1 To be able to demonstrate an understanding of the elements and principles that govern the creation of works of music.

CPI#	INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIs)	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.1.8.B.1	<i>To be able to analyze the use of the elements of music from different historical eras</i>	Can students analyze and recognize the elements of music in Western and nonwestern musical works from different historical eras by listening and reading scores?	Students will be given a lecture and demonstration Students will do simple Worksheets Students will perform in groups by using a musical score	Students will be given a written test at the end of this unit	Thirty More Days To Music Theory by Hal Leonard
1.1.8.B.2	<i>To be able to understand the compositional techniques used in different styles and genres of music</i>	Can students recognize the different styles of music? Are they similar/different? Recognize different styles/show throughout the years:Rodgers and Hammerstein,,Jerome Kern,Andrew Lloyd Weber,Alan Menkin	Students will be given a lecture Students will read articles Students will listen to and perform songs from various shows	Students will be given a written test at the end of this unit	The Music Connection by Silver Burdett and Ginn

CPI#	<i>INSTRUCTIONAL OBJECTIVES, SKILLS, AND BENCHMARKS (CPIS)</i>	ESSENTIAL QUESTIONS	TYPES OF RESEARCH BASED ACTIVITIES THAT COULD HELP MEET OBJECTIVES	INSTRUCTIONAL ASSESSMENTS	SUGGESTED RESOURCES
1.2.8.A.1	To be able to map historical innovations in music that were caused by the creation of new technologies.	Can students identify new technologies for music?	Read articles from newspapers, magazines and internet	Students will write a summary based on their articles	Time Magazine, New York Times
1.2.8.A.2	To be able to tell the difference between past and contemporary music that were important in representing ideas, issues and events throughout history	Can students identify musical pieces from different periods of history?	Listen to music from different periods in history and read related articles from important historical events	Students will be given a written test on musical pieces and their historical importance	20 th Century Music:A History of Musical Style by Robert Morgan
1.2.8.A.3	To be able to analyze social, historical and political impacts on musical artists	Can students recognize social and political events that changed music culture?	Read articles from newspapers ,magazines and internet Make a musical timeline of events,	Students will write a summary based on their articles	www.infoplease.com

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1.3.8.B.1	To be able to perform vocal compositions using complex standard and non-standard Western and non-Western ,and avant-garde notation	Can students recognize the difference between standard and non-standard Western and non-Western avante- garde notation?	Students will listen and perform songs	Students will perform various songs in groups	Bluebeat.com www.newmusicsource.com
1.3.8.B.2	To be able to perform vocal songs independently and in groups using expressive qualities appropriate with the style	Are students familiar with the styles of each genre of music?	Students will listen to various styles of music: classical, jazz pop/rock, international/multicultural	Students will perform various songs in classical ,jazz, pop/rock, And multicultural styles	www.billboard.com musicgenrelist.com musicmsn.com
1.3.8.B.3	To be able to apply theoretical understanding of expressive and dynamic terms when performing from the written musical staff	Can students understand the meaning of expressive and dynamic terms such as: crescendo, Diminuendo ,dolce,etc.	Students will listen to various songs for their expressive qualities Students will look up various musical terms and write definitions		www.oxfordmusiconline.com

**BECTON REGIONAL HIGH SCHOOL
MUSIC CURRICULUM**

BECTON REGIONAL HIGH SCHOOL

MUSIC Department

Instrumental Instruction

First Semester

Unit One

Section 1	Notation literacy (individually orientated)
Section 2	Marching Band literature
Section 3	Articulation (slur, tie, staccato, tenuto, marcato, accent)
Section 4	Posture/breath support
Section 5	Scales (with formula) (Concert Bb)

Unit Two

Section 6	Notation literacy (individually orientated)
Section 7	Marching Band literature
Section 8	Subdivision (whole notes, half notes, quarter notes, eighth notes, eighth note triplets, simple meters)
Section 9	Music terminology
Section 10	Scales (with formula) (Concert F)

Second Semester

Unit Three

Section 11	Notation literacy (individually orientated)
Section 12	Concert Band literature
Section 13	Subdivision (all prior plus sixteenth notes, quarter note triplets and compound meters)
Section 14	Sight Reading
Section 15	Scales (with formula) (Concert Eb)

Unit Four

Section 16	Notation literacy (individually orientated)
Section 17	Concert Band literature
Section 18	Expression
Section 19	Scales (with formula) (Concert Ab)
Section 20	Self critique

MUSIC Department Instructional Strategies and Assessment Techniques

Below is the assessment list to be used by the Music Department. The instructor would not necessarily have to use any specific assessment method listed, but should feel free to substitute an equivalent method, so long as it is documented.

Instructional Strategies

1. Lecture
2. Reading of music literature
3. Demonstration/emulation for expression
4. Computer Software applications
5. Internet research and activities
6. Projects
7. Field trips
8. Guest speakers

Assessment Strategies

1. Section tests
2. Marking period tests
3. Midterm and Final examination
4. Quizzes
5. Performance of music literature, scales
6. Research papers/essays
7. Concerts
8. Internet/Library research
9. Homework
10. Collegiate adjudicator assessment

NJCCCS for Technological Literacy

Standards 8.1.12.A.1-5

Standards 8.2.12.C.1-5

Standards 8.2.12.F.1-5

NJCCCS for Career Education and Consumer, Family and Life Skills

Standards 9.1.2.A-D.1-4

Instrumental Instruction
Routine Responsibilities and Requirements of the Student

1. To attend each class session in accordance with District Attendance Policy as stated in student hand book.
2. To report to the designated classrooms or locations on time with instrument in hand.
3. To make up all tests, quizzes, projects, presentations and any other work missed because of excused absences, field trips or other mitigating circumstances.
4. To complete all assignments on time, participate in all class activities and avail themselves for extra help whenever necessary.
5. Students are required to participate in the following activities:

Fall/Winter Performances

- Marching Band halftime show
- Carlstadt Tree Lighting
- Senior Center/ Children's Studio
- Pep Rallies
- Spring Concert
- Memorial Day Parade
- Graduation

Spring Performances

All dates will be announced during the current school year and are subject to change with fair notice.

Essential Questions

1. Do I know how to properly assemble my instrument?
2. Do I exhibit proper posture and breath support?
3. Do I understand the fundamentals of notation?
4. Do I know how to subdivide rhythm verbatim and in its smallest form?
5. Can I play my major scales in concert pitch?
6. Do I have an understanding of appropriate concert band literature?
7. Can I sight read music without assistance?

Core Course Proficiencies-Instrumental Instruction

1. Understanding nuanced stylistic differences among various genres of music is a component of music fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. *(NJCCCS Standard: 1.1.12.B.1)*
2. Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. *(NJCCCS Standard: 1.1.12.B.2)*
3. Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. *(NJCCCS Standard: 1.2.12.A.2)*
4. Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. *(NJCCCS Standard: 1.3.12.B.1)*
5. The ability to read and interpret music impacts musical fluency. *(NJCCCS Standard: 1.3.12.B.2)*
6. Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. *(NJCCCS Standard: 1.3.12.B.3)*
7. Basic vocal and instrumental arranging skills require theoretical understanding of music composition *(NJCCCS Standard: 1.3.12.B.4)*
8. Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. *(NJCCCS Standard: 1.4.12.A.4)*

Suggested Activities/Projects

- Various public performances throughout the school year.
- Creating podcasts

Suggested Technology Applications

- Creating podcasts
- Audio recording
- Arranging
- Composition

BECTON REGIONAL HIGH SCHOOL

MUSIC Department

Show Choir

First Semester

Unit One

Section 1	Notation literacy (Staff attributes, rhythmic values)
Section 2	Pep Rally literature
Section 3	Vocalises (Vowel, Diatonic Solfeggio)
Section 4	Diction (consonants)
Section 5	Posture/diaphragmatic support
Section 6	Music Terminology

Unit Two

Section 7	Notation literacy (pitch names, direction)
Section 8	Show Choir literature/ Choreography
Section 9	Vocalises (all prior plus Chromatic Solfeggio)
Section 10	Head Voice vs. Chest Voice (Soft Palette)
Section 11	Inflection (pitch manipulation)

Second Semester

Unit Three

Section 12	Vocalises (all prior plus interval training)
Section 13	Show Choir literature/ Choreography
Section 14	Articulation Exercises
Section 15	Phrasing
Section 16	Diphthongs

Unit Four

Section 17	Show Choir literature/ Choreography
Section 18	Sight Singing
Section 19	Expression/blend
Section 20	Self critique

MUSIC Department Instructional Strategies and Assessment Techniques

Below is the assessment list to be used by the Music Department. The instructor would not necessarily have to use any specific assessment method listed, but should feel free to substitute an equivalent method, so long as it is documented.

Instructional Strategies

9. Lecture
10. Reading of music literature
11. Demonstration/emulation for expression
12. Workshops
13. Internet research and activities
14. Projects
15. Field trips
16. Guest speakers

Assessment Strategies

11. Section tests
12. Marking period tests
13. Midterm and Final examination
14. Quizzes
15. Performance of music literature, vocalizes, choreography
16. Research papers/essays
17. Concerts
18. Internet/Library research
19. Homework
20. Collegiate adjudicator assessment

NJCCCS for Technological Literacy

Standards 8.1.12.A.1-5
Standards 8.2.12.C.1-5
Standards 8.2.12.F.1-5

NJCCCS for Career Education and Consumer, Family and Life Skills

Standards 9.1.2.A-D.1-4

Show Choir
Routine Responsibilities and Requirements of the Student

1. To attend each class session in accordance with District Attendance Policy as stated in student hand book.
2. To report to the designated classrooms or locations on time with instrument in hand.
3. To make up all tests, quizzes, projects, presentations and any other work missed because of excused absences, field trips or other mitigating circumstances.
4. To complete all assignments on time, participate in all class activities and avail themselves for extra help whenever necessary.
5. Students are required to participate in the following activities:

Fall/Winter Performances

- Senior Center/ Children's Studio
- Pep Rallies

Spring Performances

- Spring Concert

All dates will be announced during the current school year and are subject to change with fair notice.

Essential Questions

8. Do I exhibit proper posture and breath support?
9. Do I understand the fundamentals of notation?
10. Do I know how to identify solfeggio by ear?
11. Can I sing a major scale without assistance?
12. Do I know how to switch from my chest voice to my head voice?
13. Do I have an understanding of appropriate choir literature?
14. Can I sight read music without assistance?

Core Course Proficiencies-Show Choir

1. Understanding nuanced stylistic differences among various genres of music is a component of music fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. *(NJCCCS Standard: 1.1.12.B.1)*
2. Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. *(NJCCCS Standard: 1.1.12.B.2)*
3. Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship. *(NJCCCS Standard: 1.2.12.A.2)*
4. Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. *(NJCCCS Standard: 1.3.12.B.1)*
5. The ability to read and interpret music impacts musical fluency. *(NJCCCS Standard: 1.3.12.B.2)*
6. Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. *(NJCCCS Standard: 1.3.12.B.3)*
7. Basic vocal and instrumental arranging skills require theoretical understanding of music composition *(NJCCCS Standard: 1.3.12.B.4)*
8. Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. *(NJCCCS Standard: 1.4.12.A.4)*

Suggested Activities/Projects

- Various concert performances throughout the school year.
- Creating podcasts

Suggested Technology Applications

- Creating podcasts
- Audio recording
- Music literature mash up

BECTON REGIONAL HIGH SCHOOL

MUSIC Department

Chorus

First Semester

Unit One

Section 1	Notation literacy (Staff attributes, rhythmic values)
Section 2	Pep Rally literature
Section 3	Vocalises (Vowel, Diatonic Solfeggio)
Section 4	Diction (consonants)
Section 5	Posture/diaphragmatic support
Section 6	Music Terminology

Unit Two

Section 7	Notation literacy (pitch names, direction)
Section 8	Holiday literature
Section 9	Vocalises (all prior plus Chromatic Solfeggio)
Section 10	Head Voice vs. Chest Voice (Soft Palette)
Section 11	Inflection (pitch manipulation)

Second Semester

Unit Three

Section 12	Vocalises (all prior plus interval training)
Section 13	Concert Choir literature
Section 14	Articulation Exercises
Section 15	Phrasing
Section 16	Diphthongs

Unit Four

Section 17	Graduation literature
Section 18	Sight Singing
Section 19	Expression/blend
Section 20	Self critique

MUSIC Department Instructional Strategies and Assessment Techniques

Below is the assessment list to be used by the Music Department. The instructor would not necessarily have to use any specific assessment method listed, but should feel free to substitute an equivalent method, so long as it is documented.

Instructional Strategies

1. Lecture
2. Reading of music literature
3. Demonstration/emulation for expression
4. Workshops
5. Internet research and activities
6. Projects
7. Field trips
8. Guest speakers

Assessment Strategies

1. Section tests
2. Marking period tests
3. Midterm and Final examination
4. Quizzes
5. Performance of music literature, vocalises
6. Research papers/essays
7. Concerts
8. Internet/Library research
9. Homework
10. Collegiate adjudicator assessment

NJCCCS for Technological Literacy

Standards 8.1.12.A.1-5

Standards 8.2.12.C.1-5

Standards 8.2.12.F.1-5

NJCCCS for Career Education and Consumer, Family and Life Skills

Standards 9.1.2.A-D.1-4

Chorus
Routine Responsibilities and Requirements of the Student

1. To attend each class session in accordance with District Attendance Policy as stated in student hand book.
2. To report to the designated classrooms or locations on time with instrument in hand.
3. To make up all tests, quizzes, projects, presentations and any other work missed because of excused absences, field trips or other mitigating circumstances.
4. To complete all assignments on time, participate in all class activities and avail themselves for extra help whenever necessary.
5. Students are required to participate in the following activities:

Fall/Winter Performances

- E. Rutherford Tree Lighting
- Senior Center/ Children's Studio
- Pep Rallies

Spring Performances

- Spring Concert
- Teen Art's Festival
- Graduation

All dates will be announced during the current school year and are subject to change with fair notice.

Essential Questions

1. Do I exhibit proper posture and breath support?
2. Do I understand the fundamentals of notation?
3. Do I know how to identify solfeggio by ear?
4. Can I sing a major scale without assistance?
5. Do I know how to switch from my chest voice to my head voice?
6. Do I have an understanding of appropriate choir literature?
7. Can I sight read music without assistance?

Core Course Proficiencies-Chorus

1. Understanding nuanced stylistic differences among various genres of music is a component of music fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres. *(NJCCCS Standard: 1.1.12.B.1)*
2. Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions. *(NJCCCS Standard: 1.1.12.B.2)*
3. Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship. *(NJCCCS Standard: 1.2.12.A.2)*
4. Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. *(NJCCCS Standard: 1.3.12.B.1)*
5. The ability to read and interpret music impacts musical fluency. *(NJCCCS Standard: 1.3.12.B.2)*
6. Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. *(NJCCCS Standard: 1.3.12.B.3)*
7. Basic vocal and instrumental arranging skills require theoretical understanding of music composition *(NJCCCS Standard: 1.3.12.B.4)*
8. Criteria for assessing the historical significance, craftsmanship, cultural

context, and originality of art are often expressed in qualitative, discipline-specific arts terminology. (*NJCCCS Standard: 1.4.12.A.4*)

Suggested Activities/Projects

- Various concert performances throughout the school year.
- Creating podcasts

Suggested Technology Applications

- Creating podcasts
- Audio recording
- Music literature mash up

APPENDICES

APPENDIX A	INTERDISCIPLINARY CONNECTIONS
APPENDIX B	INTERNET RESOURCES
APPENDIX C	CONTENT STANDARDS

APPENDIX A
INTERDISCIPLINARY CONNECTIONS

Interdisciplinary Connections

Social Studies

Grades K-2

Cultural Variations
Family Units and Heritage
Heroes
Government
Responsibilities

Grades 3-4

Folklore
Oral Traditions
American Revolution
New Jersey History
Immigration

Grades 5-6

World Geography
Early Civilizations
Greek and Roman Civilizations
World Religions
Middle Ages
Renaissance

Grades 7-8

European Exploration
U.S. History I

Grade 9

World History
World Cultures

Grade 10

U. S. History I

Grade 11

U. S. History II

Language Arts/English

Grades K-2

Songs and Poems to promote oral skills
Listening skills
Sound/Letter correspondence
Syllables
Choral reading

Grades 3-4

Speaking behaviors
Recitation of poems
Rhyme
Oral presentations
Theme

Grades 5-6

Drama
Figurative Language
Role Play of Short Scenes
Formal Presentations
Active Listening Skills

Grades 7-8

Acknowledgement of the Audience
Media Study

Grade 9

Mythology
Romeo and Juliet

Grade 10

American Literature

Grade 11

British Literature

APPENDIX B
INTERNET RESOURCES

Internet Resources

Professional Associations

American Choral Directors Association
www.acdaonline.org

International Association for Jazz Education
www.iaje.org

Music Educators of Bergen County, [Inc.](#)
www.mebsci.org

The National Association for Music Education
www.menc.org

New Jersey Music Educators association
www.njmea.org

New Jersey Unit of IAJE
www.njiaje.org

General Music

American Orff-Schulwerk Association
www.aoso.org

Childrens Music Web
www.childrensmusic.org

Classical Music Pages – lists links
www.classicalmusicpages.com

Childrens Music Portal Classroom
www.childrens-music.org

Dallas Symphony Orchestra
www.dsopkids.com

K-12 Resources for Music Educators
www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html

Music Education
www.childrensmusicworkshop

Music K-8
www.music8.com

Ricci Adams' Music Theory Resource
www.musictheory.net

San Francisco Symphony Orchestra Ð listening demos, games, [etc.](#)
www.sfskids.org

Texas School Music Project Ð teaching resource
www.tsmg.org

Instrumental Music

MENC Band Discussion Board
www.menc.org/networks/band/openforum/wwwboard.htm

Rhythm Masters
www.rhythmmasters.org

University of Illinois Music Resources
www.bands.uiuc.edu/library/resources.asp

Vic Firth (Rudiments)
www.vicfirth.com/education/rudiments.html

Wayland Middle School Bands (very comprehensive site!)
www.bandnotes.info

Choral Music

American Choral Directors Association
www.acdaonline.org

The Aria Database
www.aria-database.com

The ChoralNet Ð Internet Center for choral Music
www.choralnet.org

The Choral Public Domain Library Ð free sheet music
www.cpd.org

Music and Publishing

GIA Music Publishing

www.giamusic.com/music_education/index.cfm

Hal Leonard

www.halleonard.com

J. W. Pepper & Sons, Inc.

www.jwpepper.com

Suzuki Books www.suzukimusicacademy.com/003.1-suzuki-method-musicbooksindex.html

Luck's Music Library

www.lucksmusic.net

Other Resources

Bulletin Boards for the Music Classroom

www.bulletinboards.net

Wenger Co.

www.wengercorp.com/web/main.html

Alexander Technique

www.alexandercenter.com/pa/voice.html

Music links page

www.bandnotes.info/music_links.htm

APPENDIX D

VISUAL AND PERFORMING ARTS STANDARDS

TECHNOLOGICAL LITERACY

**CAREER EDUCATION, CONSUMER, FAMILY,
AND LIFE SKILLS STANDARDS**

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

INTRODUCTION

The Vision

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

For students, an education in the arts provides:

- The ability to be creative and inventive decision-makers;
- Varied and powerful ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- The confidence to undertake new tasks;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills;
- Knowledge of the less recognized experiences of aesthetic engagement and intuition;
- Increased potential for life success; and
- An enriched quality of life.

Recent studies such as *Critical Links* and *Champions of Change* provide evidence of the positive correlations between regular, sequential instruction in the arts and improved cognitive capacities and motivations to learn. These often result in improved academic achievement through near and far transfer of learning (i.e., music and spatial reasoning, visual art and reading readiness, dance and non-verbal reasoning and expressive skills, theater and reading comprehension, writing proficiency, and increased peer interaction). Additionally, the arts are uniquely qualified to cultivate a variety of multiple intelligences.

For our society, an education in the arts fosters a population that:

- Is equipped with essential technical skills and abilities significant to many aspects of life and work;
- Understands and can impact the increasingly complex technological environment around us;
- Has a humanities focus that allows social, cultural, and intellectual interplay, among men and women of different ethnic, racial, and cultural backgrounds; and
- Is critically empowered to create, reshape, and fully participate in the enhancement of the quality of life for all.

It is the intent of the standards to ensure that all students have regular sequential arts instruction and that specialization takes into account student choice. This is in keeping with the National Standards for Arts Education (1994), which states:

All basic subjects, including the arts, require more than mere exposure or access. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts courses for the specially motivated do not qualify as basic or adequate arts instruction.

They certainly cannot prepare all students to meet the standards presented here. These standards assume that students in all grades will be actively involved in comprehensive, sequential programs that include creating, performing, and producing on the one hand, and study, analysis, and reflection on the other. Both kinds of activities are indispensable elements of a well-rounded education in the arts..

In New Jersey, equitable access to arts instruction can only be achieved if the four arts disciplines are offered throughout the K-12 spectrum. At the K-6 level, it is the expectation that students are given broad-based exposure through instruction as well as opportunities for participation in each of the four arts forms. In grades 7-8, they should gain greater depth of understanding in at least one of those disciplines. In grades 9-12, it is the expectation that students demonstrate competency in at least one arts discipline. The state arts standards also reflect the same expectations as those stated in the National Standards for Arts Education (1994). The goal is that by graduation all students will be able to communicate at a basic level in the arts, and that they:

- Communicate proficiently, demonstrating competency in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency;
- Be able to develop and present basic analysis of works of art from structural, historical, and cultural perspectives;
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and
- Relate various types of arts knowledge and skills within and across the arts disciplines.

The revised arts standards assist educators in delineating the required knowledge and expected behaviors in all four of the arts disciplines. This format reflects the critical importance of locating the separate arts disciplines as one common body of knowledge and skills.

Revision of the Standards

By establishing visual and performing arts standards in 1996, New Jersey conveyed its strong commitment to arts education for all students. In its first periodic review and revision of the standards, two independent consultants were contracted by the state through the Arts Education Partnership, a national consortium of arts, education, business, philanthropic, and government organizations. Since New Jersey's original approach to creating arts standards was to convey the significant kinds of abilities common to all four arts disciplines . dance, music, theater, and visual art, the reviewers examined the standards through a wide lens for overall strengths and improvement needs. The review team's findings informed the process of the arts revision committee. The committee also studied the National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts; McRel's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education; and arts content standards from all states.

The independent reviewers found the original 1996 arts standards effective in defining the scope of necessary arts content knowledge, and in identifying key concepts that influence the most current approaches to arts education, namely aesthetics, production/performance, criticism/evaluation, and history. However, they fell short in addressing the depth or focus for learning. It was recommended that strengthening the focus of the standards, and specifying what was to be learned in each standard would create more concrete images of the activities students would engage in to demonstrate their understanding.

The revision committee retained the structure of the original 1996 standards document with respect to standards 1, 4 and 5. These standards pertain to all the arts disciplines.

Those standards having to do with creating and performing works of art, and the elements of art are divided into content-specific subsets of expectations for each of the four arts disciplines. The design standard (formerly standard 6) has been subsumed by the other standards and realigned with each of the arts disciplines. Smaller grade level bands, increased specificity, and content strands have been outlined to allow teachers to focus on developmentally appropriate content and skills in ways that will boost student achievement in the arts.

Standards and Strands

The visual and performing arts standards provide both the foundation for creating local curricula decisions and the opportunity for meaningful assessments in all four art forms. There are five standards for visual and performing arts, each of which has a number of lettered strands. These standards, and their associated strands, include:

- 11 Aesthetics
 - A. Knowledge
 - B. Skills

- 1.2 Creation and Performance
 - A. Dance
 - B. Music
 - C. Theater
 - D. Visual Art

- 13 Elements and Principles of the Arts
 - A. Dance
 - B. Music
 - C. Theater
 - D. Visual Art

- 14 Critique
 - A. Knowledge
 - B. Skills

- 15 World Cultures, History, and Society
 - A. Knowledge
 - B. Skills

Cumulative Progress Indicators (CPIs) further define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term .works of art. refers to selections of works from each of the four disciplines.

Resources

Consortium of National Arts Education Associations: American Alliance for Theatre & Education, Music Educators National Conference, National Arts Education Association, National Dance Association (1994). National standards for arts education: What every young American should know and be able to do in the arts. Reston, VA: Music Educators National Conference.

Deasy, R. J. (Ed.). (2002). Critical links: Learning in the arts and student academic and social development. Washington, DC: Arts Education Partnership.

Fisk, E. B. (Ed.). (1999). Champions of change: The impact of the arts on learning. Alexandria, VA: The President's Committee on the Arts and Humanities and Arts Education Partnership.

- Kendall, J. S. & Marzano, R. J. (2000). Content knowledge: A compendium of standards and benchmarks for K-12 education (3rd ed). Aurora, CO: McRel (Mid-Continental Research for Education and Learning) and Alexandria, VA: ASCD.
- Learning and the arts: Crossing boundaries. Proceeding from an invitational meeting for education, art, and youth funders. (2000, January 12-14). Los Angeles, CA: The Visual and Performing Arts Geraldine R. Dodge Foundation, J. Paul Getty Trust, and the John D. and Catherine T. MacArthur Foundations.
- Literacy in the arts: An imperative for New Jersey schools. (1989, October). Literacy in the Arts Task Force.
- Longley, L. (Ed.). (1999). Gaining the arts advantage: Lessons learned from school districts that value arts education. Alexandria, VA.: The President's Committee on the Arts and Humanities and Arts Education Partnership.
- New Jersey State Department of Education, (1996). New Jersey core curriculum content standards. Trenton, NJ: Author.
- New Jersey State Department of Education. (1999). New Jersey visual and performing arts curriculum framework. Trenton, NJ: Author.
- Seidel, S., Eppel, M., & Martinello, M. (2001). Arts survive: A study of sustainability in arts education partnerships. The Arts Survive Research Study, a research study conducted at Project Zero at the Harvard Graduate School of Education supported by the John S. and James L. Knight Foundation.

STANDARD 1.1 (AESTHETICS)

ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Observe the four art forms of dance, music, theater, and visual art.
2. Explain that dance, music, theater and visual art can generate personal feelings.
3. Interpret basic elements of style in dance, music, theater, and visual art as the foundation for a creative project.

B. Skills

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown artwork.
3. Use imagination to create a story based on an arts experience in each of the art forms.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of art and beauty.
3. Recognize works of art and art elements designed to imitate systems in nature.

B. Skills

1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
2. Compare and contrast works of art that communicate significant cultural meanings.
3. Apply qualitative terms when responding to works of art.
4. Create an arts experience that communicates a significant emotion or feeling.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Knowledge

1. Examine works of art that have a utilitarian purpose (Functionalism).
2. Analyze works of art that place emphasis on structural arrangement (Formalism).
3. Describe how an element of an art form contributes to the aesthetic value of a particular work.
4. Describe the compositional design in selected works of art or performance.

B. Skills

1. Explain the aesthetic qualities of specified art works in oral and written responses.
2. Incorporate personal life experiences into an aesthetic response about an artwork.
3. Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks.
4. Communicate ideas about the social and personal value of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Examine works of art that communicate significant cultural beliefs or set of values.
2. Use domain-specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.
3. Analyze how art is often defined by its originality.

B. Skills

1. Differentiate between the unique and common properties in all of the arts.
2. Distinguish among artistic styles, trends, and movements in various art forms.
3. Express how art is inspired by an individual's imagination.
4. Describe changes in meaning over time in the perception of a known work of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.
2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

STANDARD 1.2 (CREATION AND PERFORMANCE)

ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Dance

1. Perform planned and improvised dance sequences using the elements of time, space/shape, and energy.
2. Communicate through the creation and performance of planned and improvised sequences in response to meter, rhythm, and variations in tempo.
3. Create and perform using objects and other art forms as creative stimuli for dance.
4. Perform such movements as bending, twisting, stretching, and swinging using various levels in space.

B. Music

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo.
2. 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.
3. Improvise short tonal and rhythmic patterns.

C. Theater

1. Portray characters and describe basic plots and themes in creative drama.
2. Experiment with the use of voice and movement in creative drama and storytelling.
3. Employ theatrical elements to create and express stories in various cultural settings.
4. Show how different uses of and approaches to theater can communicate experiences.

D. Visual Art

1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.
2. Cite basic visual art vocabulary used to describe works of art.
3. Present completed works of art in exhibition areas inside and outside the classroom.
4. Recognize how art is part of everyday life.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Dance

1. Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning.
2. Present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings.
3. Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement.

4. Utilize arts media and technology in the creation and/or performance of short phrases and compositions.
5. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context.
6. Define and maintain personal space.

B. Music

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the .home tone..
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

C. Theater

1. Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations.
2. Use movement as a medium for storytelling and as a means of projecting creative decisions regarding character.
3. Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup.
4. Project an understanding of the intent of dialogue by performing from a script.

D. Visual Art

1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.
2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, and printing inks and select appropriate tools in the production of works of art.
3. Generate works of art based on selected themes.
4. Investigate careers in the world of visual arts.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Dance

1. Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic.
2. Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process.
3. Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development.
4. Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions, demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus).
5. Investigate arts-related careers.

B. Music

1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.
3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.
4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.
5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.
6. Investigate arts-related careers.

C. Theater

1. Discuss and demonstrate the connection between body, movement, and voice in theatrical expression.
2. Create characterizations in context through manipulation of vocal and physical qualities and circumstances.
3. Collaboratively plan and execute group scenes stemming from improvisation.
4. Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations.
5. Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning, and character.
6. Investigate arts-related careers.

D. Visual Art

1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by physical properties.
3. Recognize and use various media and materials to create different works of art.
4. Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
5. Investigate arts-related careers.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Dance

1. Demonstrate a broad range of dynamics and movement qualities by manipulating aspects of time, space, and energy.
2. Choreograph and perform dance works based on social themes, using elements and production values that serve the selected theme.
3. Develop and perform movement sequences and dance phrases that demonstrate rhythmic acuity, and employ such choreographic structures as AB, ABA, canon, call and response, or the use of narratives.
4. Design a dance work that incorporates at least two other art forms to enhance the central idea.

AND/OR

B. Music

1. Perform compositions containing progressively complex notation and use standard notation to record musical ideas.
2. Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.
3. Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality.
4. Identify careers and lifelong opportunities for making music.

AND/OR

C. Theater

1. Analyze descriptions, dialogue, and actions to discover, articulate, and create and portray character behaviors and justify character motivation.
2. Participate in theatrical presentations individually and in ensemble, interacting as invented characters across a spectrum of social/historical contexts.
3. Create dramatic action within the context of a given situation, using acting skills that generate a sense of truth, focus, character, personal or emotional ownership, ensemble relationship, physical control, and vocal clarity.
4. Describe and analyze the components of theatrical design and production.

AND/OR

D. Visual Art

1. Incorporate various art elements and principles in the creation of works of art.
2. Explore various media, technologies and processes in the production of two and three dimensional art.
3. Identify form, function, craftsmanship, and originality when creating a work of art.
4. Identify careers and lifelong opportunities for making art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Dance

1. Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.
2. Craft dances with themes that have unity of form and content and demonstrate the ability to work alone and in small groups to create dances with coherence and aesthetic unity.
3. Collaborate in the design and production of a dance work.
4. Outline a variety of pathways and the requisite training for careers in dance.

AND/OR

B. Music

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.
5. Outline a variety of pathways and the requisite training for careers in music.

AND/OR

C. Theater

1. Create original interpretations of scripted roles demonstrating a range of appropriate acting styles and methods.
2. Interpret a script by creating a production concept with informed, supported, and sustained directorial choices.
3. Collaborate in the design and production of a theatrical work.
4. Plan and rehearse improvised and scripted scenes.
5. Outline a variety of pathways and the requisite training for careers in theater.

AND/OR

D. Visual Art

1. Interpret themes using symbolism, allegory, or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.
3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
4. Outline a variety of pathways and the requisite training for careers in the visual arts.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES)

ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Dance

1. Identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences.
2. Identify movement qualities such as jagged, sharp, smooth, bouncy, or jerky using the vocabulary of dance.
3. Explore arts media and themes as catalysts in the composition of dance.
4. Explore personal space.

B. Music

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

C. Theater

1. Identify basic elements of theater such as setting, costumes, plots, scenes, and themes.
2. Explore the use of voice, movement, and facial expression in conveying emotions in creative drama and storytelling.

D. Visual Art

1. Identify the basic art elements of color, line, shape, form, texture, and space.
2. Discuss how art elements are used in specific works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Dance

1. Investigate the relationship of dance and other art forms.
2. Differentiate basic compositional structures in choreography.
3. Recognize contrasting and complementary shapes and shared weight centers in composition and performance.

B. Music

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

C. Theater

1. Recognize basic stage directions in the dramatization of stories/plays.
2. Examine the basic structural characteristics of the well-made play.

D. Visual Art

1. Identify the design principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement.
2. Identify elements and principles of design in specific works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Dance

1. Analyze both formal and expressive aspects of time, shape, space, and energy in various dance works.
2. Analyze the principles of choreography applied in a master dance work.
3. Differentiate among the various artistic and non-artistic contributions involved in dance production.
4. Analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture.
5. Interpret compositional use of dance elements for expressive purposes.

B. Music

1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.
2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

C. Theater

1. Examine the range of roles and characterizations possible in theatrical production and performance.
2. Examine the relationship between physicality and character development.
3. Identify various tactics employed by actors to create believable, motivated action.

D. Visual Art

1. Describe the emotional significance conveyed in the application of the elements.
2. Describe a work of art that clearly illustrates a principle of design.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Dance

1. Describe the principles of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
2. Observe and explain how different accompaniment such as sound, music, or spoken text can affect the meaning of a dance.

AND/OR

B. Music

1. Analyze the application of the elements of music in a diversity of musical works.
2. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.
3. Describe various roles that musicians perform and identify representative individuals and their achievements that have functioned in each role. **AND/OR**

C. Theater

1. Investigate the structural characteristic of plays.
2. Assess character motivations within the construct of scripted plays.
3. Explain the interdependent relationship between the performance, technical design, and management functions of production.
4. Analyze scenes with regard to thematic and artistic intent, situation, character, and motivation.

AND/OR

D. Visual Art

1. Define the elements of art and principles of design that are evident in everyday life.
2. Apply the principles of design to interpret various masterworks of art.
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Dance

1. Categorize the elements, principles, and choreographic structure of specific dance masterworks.
2. Articulate understanding of choreographic structures or forms such as palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.
3. Analyze issues of ethnicity, gender, social/economic status, age, and physical conditioning in relation to dance.

AND/OR

B. Music

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

AND/OR

C. Theater

1. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.
2. Analyze the structural components of plays from a variety of social, historical, and political contexts.
3. Interpret a script to develop a production concept.
4. Explain the basic physical properties inherent in components of technical theater such as light, color, pigment, scenic construction, costumes, and makeup.

AND/OR

D. Visual Art

1. Compare and contrast innovative applications of the elements of art and principles of design.
2. Analyze how a literary, musical, theatrical, and/or dance composition can provide inspiration for a work of art.

STANDARD 1.4 (CRITIQUE)
ALL STUDENTS WILL DEVELOP, APPLY AND
REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Explain that critique is a positive tool.
2. Define the basic concepts of color, line, shape, form, texture, space, and rhythm.

B. Skills

1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.
2. Express how individuals can have different opinions toward works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Utilize basic arts terminology and arts elements in all four arts domains.
2. Recognize the value of critiquing one's own work as well as the work of others.

B. Skills

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a work of art.

Building upon knowledge and skills gained in preceding grades by the end of Grade 6, students will:

A. Knowledge

1. Classify elements of unity or repetition in a work of art.
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
3. Describe the technical proficiency of the artist's work, orally and in writing.

B. Skills

1. Critique performances and exhibitions based on the application of the elements of the art form.
2. Identify and differentiate among basic formal structures within artworks.
3. Consider the impact of traditions in the critique of works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
2. Compare artistic content among contrasting art works in the same domain.

B. Skills

1. Evaluate the judgment of others based on the process of critique.
2. Compare and contrast the technical proficiency of artists.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

STANDARD 1.5 (HISTORY/CULTURE)

ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Strands and Cumulative Progress Indicators

By the end of Grade 2, students will:

A. Knowledge

1. Recognize works of art from diverse cultures.

B. Skills

1. Identify family and community as themes in art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:

A. Knowledge

1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

B. Skills

1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:

A. Knowledge

1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

B. Skills

1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Knowledge

1. Analyze how technological changes have influenced the development of the arts.
2. Examine how the social and political environment influences artists in various social/historical/political contexts.

B. Skills

1. Identify the common artistic elements that help define a given historical period.
2. Discuss how cultural influences add to the understanding of works of art.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

New Jersey Core Curriculum Content Standards for Technological Literacy

INTRODUCTION

The Vision

Technology, any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability, was identified by the United States Department of Labor as an essential workplace competency in a 1992 report called the Secretary's Commission on Achieving Necessary Skills (SCANS). SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized its importance by including technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer and information literacy and technology education.

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today's complex society, but also to become informed and productive adults of tomorrow.

Computer and Information Literacy

Computer and information literacy, which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer and information literacy proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer and information literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included. The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.

Technology Education

The technology education standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans (TfAA)* project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences during the early school years. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that "design-based learning" is important. Early studies with design and technology curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

Standards and Strands

There are two technological literacy standards, each of which has a number of lettered strands. The standards and strands include:

8.1 Computer and Information Literacy

A. Basic Computer Tools and Skills

- Keyboarding
- Word processing
- Internet usage
- Spreadsheets
- Database concepts and usage
- Publications and presentations

B. Application of Productivity Tools

- Social Aspects
- Information Access and Research
- Problem Solving

8.2 Technology Education

A. Nature and Impact of Technology

B. Design Process and Impact Assessment

C. Systems in the Designed World

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STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY)

ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.

Descriptive Statement: Using computer applications and technology tools students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and consumer family, and life skills. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Use basic features of an operating system (e.g., accessing programs, identifying and selecting a printer, finding help).
3. Input and access text and data, using appropriate keyboarding techniques or other input devices.
4. Produce a simple finished document using word processing software.
5. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
6. Create and present a multimedia presentation using appropriate software.
7. Create and maintain files and folders.
8. Use a graphic organizer.
9. Use basic computer icons.

B. Application of Productivity Tools

Social Aspects

1. Discuss the common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology, and understand the consequences of inappropriate use including:
 - Internet access
 - Copyrighted materials
 - On-line library resources
 - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical and legal implications of plagiarism of copyrighted materials.

Information Access and Research

5. Recognize the need for accessing and using information.
6. Identify and use web browsers, search engines, and directories to obtain information to solve real world problems.

7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems and solve simple problems.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Basic Computer Skills and Tools

1. Use appropriate technology vocabulary.
2. Use common features of an operating system (e.g., creating and organizing files and folders).
3. Demonstrate effective input of text and data, using touch keyboarding with proper technique.
4. Input and access data and text efficiently and accurately through proficient use of other input devices, such as the mouse.
5. Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project.
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.
11. Choose appropriate electronic graphic organizers to create, construct, or design a document.
12. Create, organize and manipulate shortcuts.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of how changes in technology impact the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice .etiquette. when using the Internet and electronic mail.

Information Access and Research

6. Choose appropriate tools and information resources to support research and solve real world problems, including but not limited to:
 - On-line resources and databases
 - Search engines and subject directories
7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems and demonstrate the ability to solve common problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

B. Application of Productivity Tools

Social Aspects

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

Information Access and Research

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

Problem-Solving and Decision Making

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

STANDARD 8.2 (TECHNOLOGY EDUCATION)
ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.

Descriptive Statement: The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering's (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent at the elementary and middle school levels is that all students develop technological literacy and are prepared for the option of further study in the field of technology education. At the elementary level, the foundation for technology education is found in the science standards, particularly standards 5.2 and 5.4.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Nature and Impact of Technology

Refer to Science Standards 5.2 and 5.4.

B. Design Process and Impact Assessment

Refer to Science Standards 5.2 and 5.4.

C. Systems in the Designed World

Refer to Science Standards 5.2 and 5.4.

Building upon knowledge and skills gained in the preceding grades, by the end of Grade 8, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.

3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education will:

A. Nature and Impact of Technology

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

C. Systems in the Designed World

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.

**New Jersey Core Curriculum Content Standards
for
Career Education and Consumer, Family, and Life Skills
INTRODUCTION**

The Vision

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives. The career education and consumer, family, and life skills standards identify key career development and life skills that students must accomplish in order to achieve continuing success in various life roles related to continuing education, career development, and personal growth.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills include basic skills, personal qualities, and the ability to identify and solve real problems, reason effectively, and apply critical thinking skills.

To compete in this global, information-based economy, students must be able to identify and solve real problems, use appropriate tools, reason effectively, and apply critical thinking skills. The career and technical education and consumer, family, and life skills standards identify key career education and consumer, family, and life skills which can also enhance personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

Career and Technical Education

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study at the high school level in career and technical education, formerly known as practical arts. These courses typically include business education, family and consumer sciences, and other courses related to career education and consumer, family, and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational programs as students work on interdisciplinary projects that develop employability and academic skills. At the high school level, career and technical education programs establish necessary pathways for entering the world of work as well as continuing education, such as college, post-secondary vocational-technical education, specialized Career Education and Consumer, Family, and Life Skills certification and/or registered apprenticeships. They also support lifelong learning. These essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters supported by state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards. The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics. A number of vocational student organizations have been created to enhance and support career development. They include:

- DECA/DEX/Distributive Education Clubs of America/Delta Epsilon Chi (marketing education);
- FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda (business/technology education);
- FCCLA/Family, Career, and Community Leaders of American (family and consumer sciences);
- FFA (agri-business education);
- HOSA /Health Occupations Students of America (trade and industrial education);
- TSA/Technology Student Association(technology education); and
- SKILLSUSA/VICA Vocational Trade and Industrial Student Organization.

Career and technical education programs enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and employability skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- Acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment or post-secondary options in occupations included within the sixteen States. Career Clusters.

All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students will apply the principles of resource management and skills that promote personal and professional well-being. They will also be expected to understand the components of financial education and make economic choices.

Standards and Strands

There are two career education and consumer, family, and life skills standards, each of which has a number of lettered strands. The standards and strands include:

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

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**STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION)
ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING,
EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY
FOR SUCCESS IN THE WORKPLACE.**

Descriptive Statement: All students will explore career opportunities and make informed choices based on aptitudes and interests. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and plan for employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called practical arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States. Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education programs establish necessary pathways for secondary vocational-technical education programs, entering the world of work, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning. Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a structured learning experience. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational choices. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities. Structured learning experiences must meet all state and federal child labor laws and regulations.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community, and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.
3. Identify reasons for working as part of a team.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Analyze personal interests, abilities, and skills through various measures including self assessments.
5. Explore careers using hands-on real life experiences within the sixteen States. Career Clusters.
6. Develop an individual career plan and include in a portfolio.
7. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Demonstrate job-seeking skills.
4. Describe and demonstrate appropriate work habits and interpersonal skills needed to obtain and retain employment.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.
6. Identify and develop skills that are transferable from one occupation to another.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Career Awareness/Preparation

1. Re-evaluate personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization

- Decision making
 - Goal setting
 - Resources allocation
 - Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork

5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

All students electing further study in career and technical education will also:

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

**STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS)
ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE
FUNCTIONAL MEMBERS OF SOCIETY.**

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be functioning members of society. All students will develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will work collaboratively with a variety of groups and demonstrate the essential components of character development and ethics, including trustworthiness, responsibility, respect, fairness, caring, and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, child development, and human relationships are an important part of consumer, family, and life skills. However, wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would duplicate those in Comprehensive Health and Physical Education Standards.

Strands and Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate steps to deal with stress and conflict.

C. Interpersonal Communication

1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.
4. Practice steps for effective conflict resolution.
5. Work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Demonstrate a basic understanding of the value of money.
2. Identify various sources of money for personal spending.
3. Explore the relationship among wants, needs, and resources.
4. Understand that prices of goods and services can be compared to make decisions about purchases.
5. Explain how people can improve their ability to earn income by gaining new knowledge, skills, and experiences.
6. Describe how to earn and save money in order to purchase a desired item.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe and demonstrate the safe use of tools and equipment used at home and at school.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Critical Thinking

1. Communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information.
5. Practice goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan that includes short- and long-term goals to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Explain the need for, and advantages of, lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate appropriate social skills within group activities.
5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character traits, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects, and solutions that are faced in the home, school, and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills in checkbook maintenance and investing.
2. Construct a simple personal savings/spending plan.
3. Understand that people make financial choices that have costs, benefits, and consequences.
4. Explain the difference in cost between cash and credit purchases.
5. Compare prices of similar items from different sellers.

F. Safety

1. Demonstrate appropriate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.
3. Describe appropriate response procedures for emergency situations.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Critical Thinking

1. Apply communications and data analysis to the problem-solving and decision making processes in a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.
4. Recognize bias, vested interest, stereotyping, and the manipulation and misuse of information while formulating solutions to problems that interfere with attaining goals.
5. Apply knowledge and skills needed to use various means of transportation within a community.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.
4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze factors that influence gross and net income.
2. Design, implement, and critique a personal financial plan.
3. Discuss how to obtain and maintain credit.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, income tax preparation, and adjusting spending or expectations based on analysis.
5. Use comparative shopping techniques for the acquisition of goods and services.

6. Analyze the impact of advertising, peer pressure, and living arrangements on personal purchasing decisions.
7. Evaluate the actions a consumer might take in response to excess debt and personal financial status.
8. Analyze the interrelationships between the economic system and consumer actions in a chosen career cluster.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Describe and demonstrate basic first aid and safety procedures.
3. Analyze the occurrence of workplace hazards.
4. Practice the safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace, where appropriate.
6. Discuss motor vehicle safety, including but not limited to, New Jersey motor vehicle laws and regulations, methods of defensive driving, and the importance of personal responsibility on public roads/streets.

Art -Benchmark Assessments

Grade Level	Benchmark 1	Date Administered	Benchmark 2	Date Administered
3 rd grade	Northern Lights	January	Heart Weaving	February
4 th grade	Portrait Inspired by Marc Chagall	January	Number Design in Style of Demuth “# in Gold”	March
5 th grade	Mask Design	January	Endangered Animal Print	March
6 th grade	Warm/Cool Painting Design	January	Dragon Creature Drawing	March
7 th grade <i>(cycle)</i>	Keith Haring POP Art Figure	Beginning of Cycle	Fauve Landscape	End of Cycle
8 th grade <i>(cycle)</i>	Cross Contour Line Design	Beginning of Cycle	Value Pencil Drawing of Sneaker	End of Cycle

