

Bay Head School

Content Area: The Creative Process
Course Title: Music

Grade Level: 3rd - 5th Grade

Content Area: The Creative Process
Course Title: Dance

Grade Level: 3rd - 5th Grade

Content Area: The Creative Process
Course Title: Theater

Grade Level: 3rd - 5th Grade

Content Area: History of the Arts and Culture
Course Title: Music, Dance, Theater

Grade Level: 3rd - 5th Grade

Content Area: Performance
Course Title: Music

Grade Level: 3rd - 5th Grade

Content Area: Performance
Course Title: Dance

Grade Level: 3rd - 5th Grade

Content Area: Performance
Course Title: Theater

Grade Level: 3rd - 5th Grade

Content Area: Aesthetic Responses
Course Title: Music, Dance, Theater

Grade Level: 3rd - 5th Grade

Content Area: Critique Methodologies
Course Title: Music, Dance, Theater

Grade Level: 3rd - 5th Grade

Updated: August 2018 by Sharon Carroll
Aligned to New Jersey Student Learning
Standards

Board Approved:

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC - The Creative Process
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 3rd Grade - 5th Grade

Domain (Unit Title): The Creative Process - Music

Cluster Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes: 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, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

- Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skills, and temporal spatial reasoning ability is connected to listening skills.
- The elements of music are building blocks denoting meter, rhythmic concepts, tonality, intervals, chords, and melodic and harmonic progressions, all of which contribute to musical literacy.

Number	Standard for Mastery
1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

Bay Head School VISUAL AND PERFORMING ARTS CURRICULUM DANCE - The Creative Process Unit Overview

Content Area: Visual & Performing Arts

Grade Level: 3rd Grade - 5th Grade

Domain (Unit Title): The Creative Process - Dance

Cluster Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:

New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes: 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, global society and the universe.

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Learning Targets

- Basic choreographed structures employ the elements of dance.
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography
- Musical and non-musical forms of sound can affect meaning in choreography and improvisation
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).

Number	Standard for Mastery
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.1.5.A.4	Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
THEATER - The Creative Process
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 3rd Grade - 5th Grade

Domain (Unit Title): The Creative Process - Theater

Cluster Summary: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections:
 New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes: 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, global society and the universe.

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Learning Targets

- The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.).
- The actor's physicality and vocal techniques have a direct relationship to character development.
- Time, place, mood, and theme are enhanced through use of the technical theatrical elements.
- Sensory recall is a technique actors commonly employ to heighten the believability of a character.

Number	Standard for Mastery
1.1.5.C.1	Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2	Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
1.1.5.C.3	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
1.1.5.C.4	Explain the function of sensory recall and apply it to character development.

Bay Head School VISUAL AND PERFORMING ARTS CURRICULUM MUSIC, DANCE, THEATER - History of the Arts and Culture Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 3rd - 5th Grade

Domain (Unit Title): History of the Arts and Culture
Music, Dance, Theater

Cluster Summary:

All students will understand the role, development, and influence of the arts throughout history and across cultures.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

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, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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Learning Targets

By the end of grade 5, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATER, and VISUAL ART.

- Art and culture reflect and affect each other.
- Characteristic approaches to content, form, style, and design define art genres.

- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.

Number	Standard for Mastery
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC - Performance
Unit Overview**

Content Area: Visual & Performing Arts **Grade Level:** 3rd - 5th Grade

Domain (Unit Title): Performance - Music

Cluster Summary:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

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, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
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Learning Targets

By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC.

- Complex scores may include compound meters and the grand staff.
- Proper vocal production and vocal placement improve vocal quality. Harmonizing requires singing ability and active listening skills. Individual voice ranges change with time.
- Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
- Decoding musical scores requires understanding of notation systems, the elements of music, and basic compositional concepts.

Number	Standard for Mastery
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.

1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs
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.

Bay Head School VISUAL AND PERFORMING ARTS CURRICULUM DANCE - Performance Unit Overview	
Content Area: Visual & Performing Arts Grade Level: 3rd - 5th Grade	
Domain (Unit Title): Performance - Dance	
Cluster Summary: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.	
Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology	
21st Century Themes: 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, global society and the universe.	
21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in DANCE.

- Fundamental movement structures include a defined beginning, middle, and ending. Planned choreographic and improvised movement sequences manipulate time, space, and energy. Kinesthetic transference of rhythm comes from auditory and visual stimuli.
- The creation of an original dance composition is often reliant on improvisation as a choreographic tool. The essence/character of a movement sequence is also transformed when performed at varying spatial levels (i.e., low, middle, and high), at different tempos, along different spatial pathways, or with different movement qualities
- Works of art, props, and other creative stimuli can be used to inform the thematic content of dances.
- Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age appropriate conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique
- Various dance styles, traditions, and techniques adhere to basic principles of alignment, balance, focus, and initiation of movement

Number	Standard for Mastery
1.3.5.A.1	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
1.3.5.A.2	Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and

	high), tempos, and spatial pathways
1.3.5.A.3	Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
1.3.5.A.4	Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
1.3.5.A.5	Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus

**Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
THEATER - Performance
Unit Overview**

Content Area: Visual & Performing Arts **Grade Level:** 3rd - 5th Grade

Domain (Unit Title): Performance - Theater

Cluster Summary:

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

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, global society and the universe.

21st Century Life & Career Skills

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational

	cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in THEATER.

- A play's effectiveness is enhanced by the theatre artists' knowledge of technical theatrical elements and understanding of the elements of theatre.
- Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.

Number	Standard for Mastery
1.3.5.C.1	Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC, DANCE, THEATER - Aesthetic Responses
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 3rd - 5th Grade

Domain (Unit Title): Aesthetic Responses - Music, Dance, and Theater

Cluster Summary:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

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, global society and the universe.

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Learning Targets

By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC, DANCE and THEATER.

- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts

Number	Standard for Mastery
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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.
1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
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).

Bay Head School
VISUAL AND PERFORMING ARTS CURRICULUM
MUSIC, DANCE, THEATER - Critique Methodologies
Unit Overview

Content Area: Visual & Performing Arts **Grade Level:** 3rd - 5th Grade

Domain (Unit Title): Critique Methodologies - Music, Dance, and Theater

Cluster Summary:

All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

Primary Interdisciplinary Connections: New Jersey Student Learning Standards for English Language Arts, and Technology

21st Century Themes:

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Learning Targets

By the end of grade 5, all students demonstrate BASIC LITERACY in the following content knowledge and skills in MUSIC, DANCE and THEATER.

- Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion
- While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
- Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
- Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Number	Standard for Mastery
1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
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.
1.4.5.B.4	Define technical proficiency, using the elements of the arts and principles of design.
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.