

# Bay Head School

**Content Area:** The Creative Process  
**Course Title:** Music

**Grade Level:** Kdg - 2nd Grade

**Content Area:** The Creative Process  
**Course Title:** Dance

**Grade Level:** Kdg - 2nd Grade

**Content Area:** The Creative Process  
**Course Title:** Theater

**Grade Level:** Kdg - 2nd Grade

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

**Grade Level:** Kdg - 2nd Grade

**Content Area:** Performance  
**Course Title:** Music

**Grade Level:** Kdg. - 2nd Grade

**Content Area:** Performance  
**Course Title:** Dance

**Grade Level:** Kdg - 2nd Grade

**Content Area:** Performance  
**Course Title:** Theater

**Grade Level:** Kdg - 2nd Grade

**Content Area:** Aesthetic Response  
**Course Title:** Music, Dance, Theater

**Grade Level:** Kdg - 2nd Grade

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

**Grade Level:** Kdg- 2nd 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:** Kindergarten - 2nd 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.

<b>21st Century Life &amp; Career Skills</b>	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.
<b>Personal Financial Literacy</b>	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.
<b>Career Awareness, Exploration, and Preparation</b>	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 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC.

- Ear training and listening skill are prerequisites for musical literacy.
- The elements of music are foundational to basic music literacy.
- Music is often defined as organized sound that is dependent on predictable properties of tone and pitch. Musical notation captures tonality, dynamic range, and rhythm
- Musical instruments have unique qualities of tonality and resonance. Conventional instruments are divided into musical families according to shared properties.

Number	Standard for Mastery
1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
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.
1.1.2.B.4	Categorize families of instruments and identify their associated musical properties.

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

**Content Area:** Visual & Performing Arts                      **Grade Level:** Kindergarten - 2nd 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.

<b>21st Century Life &amp; Career Skills</b>	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

- Original choreography and improvisation of movement sequences begins with basic understanding of the elements of dance
- Original movement is generated through improvisational skills and techniques.
- There are distinct differences between pedestrian movements and formal training in dance.
- The coordination and isolation of different body parts is dependent on the dynamic alignment of the body while standing and moving

Number	Standard for Mastery
1.1.2.A.1	Identify the elements of dance in planned and improvised dance sequences.
1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.

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

**Content Area:** Visual & Performing Arts

**Grade Level:** Kindergarten - 2nd 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.

<b>21st Century Life &amp; Career Skills</b>	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.
<b>Personal Financial Literacy</b>	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**

- The elements of theatre are recognizable in theatrical performances.
- Theatre artists use precise vocabulary when staging a play.
- Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.
- The technical theatrical elements and theatre architecture are inherent in theatrical

design and production.

<b>Number</b>	<b>Standard for Mastery</b>
1.1.2.C.1	Identify basic elements of theatre and describe their use in a variety of theatrical performances
1.1.2.C.2	Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.).
1.1.2.C.3	Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.
1.1.2.C.4	Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

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

**Content Area:** Visual and Performing Arts      **Grade Level:** Kindergarten - 2nd 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.

<b>21st Century Life &amp; Career Skills</b>	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 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE, MUSIC, THEATER, and VISUAL ART.

- Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
- The function and purpose of artmaking across cultures is a reflection of societal values and beliefs.

Number	Standard for Mastery
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.
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.

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

**Content Area:** Visual and Performing Arts

**Grade Level:** Kindergarten - 2nd 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 arts.

**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><b>21st Century Life &amp; Career Skills</b></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><b>Personal Financial Literacy</b></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><b>Career Awareness, Exploration, and Preparation</b></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><b>Career and Technical Education</b></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

By the end of grade 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC.

- The ability to read music notation correlates with musical fluency and literacy. Notation systems are complex symbolic languages that indicate pitch, rhythm, dynamics, and tempo.
- Proper vocal production/vocal placement requires an understanding of basic anatomy and the physical properties of sound
- Playing techniques for Orff instruments develop foundational skills used for hand percussion and melodic percussion instruments.
- Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
- Improvisation is a foundational skill for music composition.
- Prescribed forms and rules govern music composition, rhythmic accompaniment, and

the harmonizing of parts.

- Basic conducting patterns and gestures provide cues about how and when to execute changes in dynamics, timbre, and timing.

Number	Standard for Mastery
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.
1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
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.
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.
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
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.

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

**Content Area:** Visual and Performing Arts

**Grade Level:** Kindergarten - 2nd 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 arts.

**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.

<b>21st Century Life &amp; Career Skills</b>	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 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in DANCE.

- The elements of dance are time, space, and energy. Improvisational structures facilitate movement invention. Musical or non-musical accompaniment is a choice. Dance can communicate meaning around a variety of themes.
- The creation of an original dance composition often begins with improvisation. Movement sequences change when applying the elements of dance.
- The integrity of choreographed sequences is maintained by personal and group spatial relationships. Dance movement skills also require concentration and the intentional direction of focus during performance.
- Locomotor and non-locomotor movements may contribute equally to the thematic content of solo and ensemble dances.

Number	Standard for Mastery
1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

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

**Content Area:** Visual and Performing Arts

**Grade Level:** Kindergarten - 2nd 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 arts.

**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.

<b>21st Century Life &amp; Career Skills</b>	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 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in THEATER.

- Plays may use narrative structures to communicate themes.
- Actors use voice and movement as tools for storytelling.
- Voice and movement have broad ranges of expressive potential.

Number	Standard for Mastery
1.3.2.C.1	Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.
1.3.2.C.2	Use voice and movement in solo, paired, and group pantomimes and improvisations.
1.3.2.C.3	Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.

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

**Content Area:** Visual and Performing Arts      **Grade Level:** Kindergarten - 2nd Grade

**Domain (Unit Title):** Aesthetic Responses - Music, Dance, 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.

<b>21st Century Life &amp; Career Skills</b>	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.
<b>Personal Financial Literacy</b>	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.
<b>Career Awareness, Exploration, and Preparation</b>	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.
<b>Career and Technical Education</b>	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 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC, DANCE, and THEATER.

- Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.

Number	Standard for Mastery
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.).
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



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)
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

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

**Content Area:** Visual and Performing Arts      **Grade Level:** Kindergarten - 2nd Grade

**Domain (Unit Title):** Critique Methodologies - Music, Dance, 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.

<b>21st Century Life &amp; Career Skills</b>	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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<b>Career Awareness, Exploration, and</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation

<b>Preparation</b>	in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	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 2, all students progress toward BASIC LITERACY in the following content knowledge and skills in MUSIC, DANCE, and THEATER.

- Relative merits of works of art can be qualitatively and quantitatively assessed using observable criteria.
- Constructive criticism is an important evaluative tool that enables artists to communicate more effectively
- Contextual clues are embedded in works of art and provide insight into artistic intent

Number	Standard for Mastery
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.