

**BRICK TOWNSHIP PUBLIC SCHOOLS  
(SUBJECT) CURRICULUM**

**Content Area: Music**

**Course Title: Vocal**

**Grade Level: K - 8**

(Unit)

(Timeframe)

**Date Created:**

July 2011

**Board Approved on:**

Sept. 2011

**STANDARD 1.1 THE CREATIVE PROCESS:**

**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.**

**Grade: K-8**

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will explore the elements of music through verbal and written responses, diverse aural prompts, printed scores, common traits of sound sources, and families of instruments.</p>	<p>By the end of Kindergarten students will be able to:</p> <ul style="list-style-type: none"> <li>• Respond appropriately to contrasting musical phrases.</li> <li>• Respond appropriately to contrasting music with and without accompaniment.</li> <li>• Demonstrate steady beat through tasks such as walking and marching.</li> <li>• Respond to simple rhythm patterns through tasks such as patting or clapping.</li> <li>• Recognize and respond to high and low.</li> <li>• Recognize and respond to upward and downward melody line.</li> <li>• Match pitch within a limited range.</li> </ul> <p>By the end of Grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and respond to call and response.</li> <li>• Recognize and respond to steady beat, simple rhythm patterns, strong and weak beats.</li> <li>• Recognize and respond to high and low, upward and downward, fast and slow, and loud and soft.</li> <li>• Recognize and respond to different vocal percussive timbres.</li> </ul> <p>By the end of Grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and respond to verse/refrain, AB and ABA.</li> <li>• Recognize and respond to songs in unison or in harmony.</li> <li>• Recognize and respond to tempo changes, strong and weak beats in 2, 3 and the difference between beat and melodic rhythm.</li> <li>• Recognize and respond to melodic contour, repeated phrases, and melodic ostinatos.</li> <li>• Identify simple notation elements such as staff, note placement.</li> <li>• Identify families of instruments</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Responses</p> <p>Peer assessment</p> <p>Self assessment</p> <p>Teacher established rubrics</p> <p>Student established rubrics</p> <p>Portfolios</p>

**STANDARD 1.1 THE CREATIVE PROCESS:**

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.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will apply, demonstrate, and identify the elements of music.</p>	<p>By the end of Grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>• Create a piece in AV and ABA form.</li> <li>• Recognize and respond to meter in duple, triple, and mixed meter.</li> <li>• Recognize and respond to simple rhythm patterns with syncopation.</li> <li>• Signal in response to the difference between major and minor scale.</li> <li>• Identify aurally the difference between major and minor scale.</li> <li>• Identify steps, leaps, and repeats on notated music.</li> <li>• Place basic notation elements on the staff.</li> </ul> <p>By the end of Grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and respond to basic structures in music composition.</li> <li>• Recognize and respond to simple chord harmonies.</li> <li>• Recognize and respond to layered rhythmic patterns (2 part) over steady beat.</li> <li>• Create and notate simple melodies.</li> </ul> <p>By the end of Grade 5 students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and respond to increasingly complex basic structures in music composition</li> <li>• Recognize and respond to increasingly complex chord changes and harmony with two or more parts.</li> <li>• Create and orchestrate layered rhythmic patterns over steady beat.</li> <li>• Identify aurally selected major and pentatonic scales.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or Writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Responses</p> <p>Peer assessment</p> <p>Self assessment</p> <p>Teacher established rubrics</p> <p>Student established rubrics</p> <p>Portfolios</p>

**STANDARD 1.1 THE CREATIVE PROCESS:**

**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.**

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Analyze the application of the elements of music and compare and contrast the structural forms and manipulation of those elements in diverse styles and genres of musical compositions.</p>	<p>By the end of Grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.</li> <li>• Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.</li> </ul> <p>By the end of Grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze increasingly complex musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.</li> <li>• Demonstrate knowledge of the increasingly complex musical concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.</li> </ul> <p>By the end of Grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze increasingly complex musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems.</li> <li>• Demonstrate knowledge of the increasingly complex musical concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Responses</p> <p>Peer assessment</p> <p>Self assessment</p> <p>Teacher established rubrics</p> <p>Student established rubrics</p> <p>Portfolios</p>

STANDARD 1.2 HISTORY OF THE ARTS AND CULTURE:

ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will investigate and experience theme-based works of dance, music, theater, and visual art from various historical periods and world cultures and identify how those are affected by past and present cultures.</p>	<p>By the end of Kindergarten students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate and perform songs and/or dances associated with various holidays and special events.</li> <li>• Differentiate between pitched and non-pitched instruments from various cultures.</li> </ul> <p>By the end of Grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate and perform songs and/or dances associated with various world cultures.</li> <li>• Identify and play various classroom instruments.</li> </ul> <p>By the end of Grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate, identify, and perform songs and dances and play various instruments from multicultural origins.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Software</p> <p>Varied Literature</p> <p>Art and/or Writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Journals</p> <p>Teacher established rubrics</p> <p>Illustrations</p>

**STANDARD 1.2 HISTORY OF THE ARTS AND CULTURE:**

**ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.**

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will recognize works, relate common artist elements that define art genres, and determine the impact of significant contributions of individual artists in dance, music, theater, and visual art from diverse cultures throughout history.</p>	<p>By the end of Grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate, identify, and perform songs and/or dances and play various instruments from identified historical periods.</li> <li>• Investigate, experience, and discuss the lives and music from identified historical periods.</li> <li>• Investigate the development of instrument family’s through identified historical time periods.</li> <li>• Investigate, identify, and perform songs and dances and play various instruments from multicultural origins.</li> </ul> <p>By the end of Grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate, identify, and perform songs and/or dances associated with identified historical periods.</li> <li>• Investigate, experience, and discuss the lives and music from identified historical time periods.</li> <li>• Investigate, identify, and perform songs and dances and play various instruments from multicultural origins.</li> </ul> <p>By the end of Grade 5 students will be able to:</p> <ul style="list-style-type: none"> <li>• Investigate, identify, and perform songs and/or dances associated with identified historical periods.</li> <li>• Investigate, experience, and discuss the lives and music from identified historical periods.</li> <li>• Investigate, experience, and discuss the lives and music from identified historical periods.</li> <li>• Differentiate aurally major orchestral instruments by family.</li> <li>• Investigate, identify, and perform songs and dances and play various instruments from multicultural origins.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD’s and Tapes</p> <p>Videotapes</p> <p>Software</p> <p>Varied Literature</p> <p>Art and/or Writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Journals</p> <p>Teacher established rubrics</p> <p>Illustrations</p>

**STANDARD 1.2 HISTORY OF THE ARTS AND CULTURE:**

**ALL STUDENTS WILL UNDERSTAND THE ROLE, DEVELOPMENT, AND INFLUENCE OF THE ARTS THROUGHOUT HISTORY AND ACROSS CULTURES.**

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
-----------	--------	-----------	------------

<p>Students will map historical innovations, both past and present, in music caused by new technologies and societal, cultural, and political impacts.</p>	<p>By the end of Grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, perform and discuss various types of program music.</li> <li>• Demonstrate an understanding of the lineage of (including but not limited to) American pop music through the twentieth century.</li> </ul> <p>By the end of Grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and understanding of how (including but not limited to) Musical Theater reflects various social and cultural ideals, and historical events.</li> <li>• Demonstrate interpretation through performing various selections from musical theater.</li> </ul> <p>By the end of Grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, investigate and assess the impact of social, political and historical events on musical compositions.</li> </ul> <p>Demonstrate interpretation through performing various selections of world music.</p>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Software</p> <p>Varied Literature</p> <p>Art and/or Writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Journals</p> <p>Teacher established rubrics</p> <p>Illustrations</p>
--	---	---	--

STANDARD 1.3 PERFORMANCE

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.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will demonstrate musicianship by vocalizing the home tone, improvise and sight read short tonal and rhythmic patterns over ostinati using AB and ABA forms independently and in groups and blending union and harmonic parts in response to cues.</p>	<p>By the end of Kindergarten students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform songs using call and response.</li> <li>• Sing accapella</li> <li>• Use rhythm instruments.</li> <li>• Perform simple rhythm patterns through tasks such as patchen or clapping.</li> <li>• Demonstrate upward and downward melody line.</li> <li>• Demonstrate high and low.</li> </ul> <p>By the end of Grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>• Respond appropriately to song introductions.</li> <li>• Perform call and response.</li> <li>• Perform simple harmonic ostinati</li> <li>• Perform simple rhythm patterns.</li> <li>• Demonstrate high and low sounds, upward downward melody line using the voice.</li> <li>• Demonstrate loud (f) and soft (p).</li> <li>• Perform songs with simple melodic ostinati.</li> <li>• Sing simple songs in unison with reasonable pitch.</li> </ul> <p>By the end of Grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform verse/refrain songs.</li> <li>• Demonstrate AB and ABA form.</li> <li>• Perform harmonic ostinati, partner songs and simple rounds.</li> <li>• Demonstrate tempo changes, strong and weak beats in duple and triple meter.</li> <li>• Demonstrate the difference between beat and melodic rhythm.</li> <li>• Perform melodic ostinati.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Responses</p> <p>Peer assessment</p> <p>Self assessment</p> <p>Teacher established rubrics</p> <p>Student established rubrics</p> <p>Portfolios</p>

STANDARD 1.3 PERFORMANCE

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.



Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
Students will sing and play music from increasingly complex notation from mixed and compound meter, in melodic and harmonizing parts independently and in groups. Students will improvise and score simple melodies over given harmonic structures and use notational devices to enhance stylistic elements.	<p>By the end of Grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform Ballads.</li> <li>• Perform partner songs, counter melodies and descants.</li> <li>• Demonstrate meter in duple, triple, and mixed meter.</li> <li>• Demonstrate simple rhythm patterns with syncopation.</li> <li>• Perform songs in various modes.</li> <li>• Perform melodic and rhythmic ostinati</li> <li>• Demonstrate proper phrasing in songs by breathing in appropriate places.</li> </ul> <p>By the end of Grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform songs with introductions and codas.</li> <li>• Perform rounds and canons.</li> <li>• Perform rhythm patterns with syncopation.</li> <li>• Perform layered rhythmic patterns (two parts) over steady beat.</li> <li>• Perform songs in various modes.</li> </ul> <p>By the end of Grade 5 students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform vocal and instrumental music with introductions and codas</li> <li>• Perform vocal and instrumental music with theme and variations.</li> <li>• Sing or play chord changes independently or in groups.</li> <li>• Demonstrate two and three part harmony.</li> <li>• Perform layered rhythmic patterns over steady beat</li> <li>• Demonstrate pentatonic scale and selected major scales through such tasks as singing and playing melody instruments</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p> <p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or writing supplies</p> <p>Visual Aids</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Responses</p> <p>Peer assessment</p> <p>Self assessment</p> <p>Teacher established rubrics</p> <p>Student established rubrics</p> <p>Portfolios</p>

**STANDARD 1.3 PERFORMANCE:**

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.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
Perform, play, and improvise from standard and non-standard music notation, independently and in groups, with	<p>By the end of Grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>• Effectively perform repeats and endings.</li> <li>• Perform a variety of harmonic progressions.</li> <li>• Perform changes in key.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Internet</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Responses</p>

<p>expressive qualities appropriate to varied genres.</p>	<ul style="list-style-type: none"> <li>• Perform rhythmic patterns in compound and uneven meter.</li> <li>• Perform melody using melodic sequence.</li> <li>• Demonstrate literature with more complex changes in dynamics and tempo.</li> </ul> <p>By the end of Grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform da capo and dal segno.</li> <li>• Perform increasingly complex harmonic progressions.</li> <li>• Perform increasingly complex changes in key.</li> <li>• Perform layered rhythmic patterns in compound and uneven meter.</li> <li>• Demonstrate progressively more complex selected major/minor scales through such tasks as singing and playing melody instruments.</li> </ul> <p>By the end of Grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform a variety of music literature demonstrating accumulated knowledge.</li> <li>• Demonstrate the expressive interpretation of music literature.</li> </ul>	<p>Pitched Instruments</p> <p>Non-Pitched Instruments</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or writing supplies</p> <p>Visual Aids</p>	<p>Peer assessment</p> <p>Self assessment</p> <p>Teacher established rubrics</p> <p>Student established rubrics</p> <p>Portfolios</p>
---	--	--	---

#### STANDARD 1.4 AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES

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.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will communicate responses to performing and visual arts based on an understanding of aesthetics and critique.</p> <p>Students will observe the basic arts elements in performances and exhibitions and explore and critique</p>	<p>By the end of Kindergarten students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and communicate feelings in response to a variety of simple melodies and rhythms.</li> </ul> <p>By the end of Grade 1 students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and communicate feelings in response to a variety of simple melodies and rhythms.</li> <li>• Differentiate high/low (pitch) and loud/soft (volume).</li> </ul> <p>By the end of Grade 2 students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and communicate feelings and moods in response to melodies with accompaniments</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Internet</p> <p>Videotapes</p> <p>Varied Literature</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Illustrations</p> <p>Journals</p> <p>Teacher established rubrics</p>

<p>the basic terminology by which they evaluate the quality of their work and the work of others.</p>	<ul style="list-style-type: none"><li>• Differentiate fast/slow (tempo), thick/thin (texture)</li></ul>	<p>Art and/or Writing Supplies</p> <p>Visual Aids</p> <p>A/V Materials</p>	
---	---	--	--

STANDARD 1.4 AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES

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.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
<p>Students will categorize works of music according to established classifications and make informed aesthetic responses on structural arrangement, and personal cultural, social, and historic points of view to communicate how art is inspired by an individual schema.</p> <p>Students will offer constructive critique in the evaluation of their own and others work using evaluative tools, such as rubrics, and art specific terminology.</p>	<p>By the end of Grade 3 students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and communicate affective responses to a variety of performed music.</li> <li>• Demonstrate and communicate the affective response to various instrumental tone colors.</li> <li>• Assess proper elements of individual and ensemble performance using an established criteria.</li> </ul> <p>By the end of Grade 4 students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, communicate, and differentiate the expressive qualities of a variety of performed music.</li> <li>• Assess proper elements of individual and ensemble performance using element language.</li> </ul> <p>By the end of Grade 5 students will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate the expressive qualities of various styles of music that emphasize specific emotional responses.</li> <li>• Evaluate various performance using element language.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Internet</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or Writing Supplies</p> <p>Visual Aids</p> <p>A/V Materials</p>	<p>Teacher Observation</p> <p>Informal/Formal oral and written responses</p> <p>Illustrations</p> <p>Journals</p> <p>Teacher established rubrics</p>

STANDARD 1.4 AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES

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.

Grade: K-8

KNOWLEDGE	SKILLS	MATERIALS	ASSESSMENT
	<p>By the end of Grade 6 students will be able to:</p> <ul style="list-style-type: none"> <li>• Apply the expressive qualities of music to elicit specific emotional responses.</li> <li>• Incorporate personal life experiences into an aesthetic response about an artwork.</li> <li>• Ability to critique their own performances or the performances of others as part of an ensemble.</li> </ul> <p>By the end of Grade 7 students will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and illustrate the musical elements of melody, harmony, rhythm, form and tone color.</li> <li>• Incorporate personal life experiences into an aesthetic response about an artwork.</li> <li>• Identify, evaluate, and/or correct causes of prevalent problems in small groups and ensembles.</li> </ul> <p>By the end of Grade 8 students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe how the mood of feeling was established by the composition of elements.</li> <li>• Express how art is inspired by an individual's imagination.</li> <li>• Identify, evaluate, and/or correct causes of prevalent problems in individual, small groups and ensembles.</li> <li>• Identify, evaluate, and/or correct causes of intonation problems.</li> </ul>	<p>NJ Fine and Performing Arts Framework</p> <p>Printed Material</p> <p>CD's and Tapes</p> <p>Internet</p> <p>Videotapes</p> <p>Varied Literature</p> <p>Art and/or Writing Supplies</p> <p>Visual Aids</p> <p>A/V Materials</p>	<p>Teacher observation</p> <p>Informal/Formal oral and written responses</p> <p>Illustrations</p> <p>Journals</p> <p>Teacher established rubrics</p>