



DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Administration

Steven Forte, Superintendent of Schools
Sandra L. Cullis, Ed.D., Asst. Superintendent of Schools,
Curriculum & Instruction

Christina Theodoropoulos, Riverview Principal
Skye Sardanopoli, Lakeview Principal
Seth Korman, Valleyview Principal

Principal Authors

Elisa Fries
Daniel Komorowski
John Priori

BOE Adoption: 8/20/2018

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

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DEPARTMENT VISION

It is the firm belief of the Denville Township School District Performing Arts Department that the Performing Arts are vital and essential elements in a well-versed education. Music, as well as theater and dance, provides an opportunity for self-expression and reflection. The Performing Arts is a universal language, whether through music or pictures, and is at the foundation of one's cultural experience and history. Learning this language of music enables our students to become empowered contributors of a global society.

AFFIRMATIVE ACTION COMPLIANCE STATEMENT

The Denville Township Public Schools are committed to the achievement of increased cultural awareness, respect and equity among students, teachers and community. We are pleased to present all pupils with information pertaining to possible career, professional or vocational opportunities which in no way restricts or limits option on the basis of race, color, creed, religion, sex, ancestry, national origin or socioeconomic status.

Integrated Accommodations and Modifications

For Students with IEPs, 504s, and/or Students at Risk of Failure

Projects can be completed through a variety of mediums that utilize the most proficient motor skills (fine or gross) • Individualized feedback provided through conferences and small groups • Use of visual and multi-sensory formats • Use of assistive technology • Use of oversized tools designed to address fine motor skill deficiencies • Modification of content and student products • Authentic assessments • Student choice in projects.

Gifted & Talented Students

• Individualized feedback provided through conferences and small groups • Student choice in projects • Introduction to more advance art techniques • Interest-based content • Student-driven goals

English Language Learners

• Individualized feedback provided through conferences and small groups • Pre-teaching of vocabulary and concepts • Visual learning • Teacher modeling • Pairing students with beginning English language skills with students who have more advanced English language skills • Student choice in projects • Kinesthetic activity that do not require strong command of English language

Interdisciplinary Connections:

Science- (Waves and sound)

4-PS4 Waves and their Applications in Technologies for Information Transfer

MS-PS4 4-PS4 Waves and their Applications in Technologies for Information Transfer

Social Studies- (Music History)

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

World Language- (Cultural Music)

7.1.N.M.- Many [products](#) and [practices](#) related to home and community are shared across cultures; others are culture-specific.

World Cultures are studied through their art, music, and dances.

Visual Performing Arts/Dance & Theatre

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.

21st Century Skills, Technology, Career Ready Practices

21 st Century Themes	21 st Century Skills
<input checked="" type="checkbox"/> Global Awareness <input type="checkbox"/> Environmental Literacy <input type="checkbox"/> Health Literacy <input type="checkbox"/> Civic Literacy <input type="checkbox"/> Financial, Economic, Business, and Entrepreneurial Literacy	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Collaboration, Teamwork, and Leadership <input checked="" type="checkbox"/> Cross-cultural and Interpersonal Communication <input checked="" type="checkbox"/> Accountability, Productivity, and Ethics
8.1 Educational Technology Standards	8.2 Technology Education, Engineering, Design & Computational Thinking - Programming
<input type="checkbox"/> 8.1.A Technology Operations and Concepts <input checked="" type="checkbox"/> 8.1. Creativity and Innovation <input checked="" type="checkbox"/> 8.1 Communication and Collaboration <input type="checkbox"/> 8.1.D Digital Citizenship <input type="checkbox"/> 8.1.E Research and Information Fluency <input type="checkbox"/> 8.1.F Critical Thinking, Problem Solving & Decision Making	<input type="checkbox"/> 8.2.A The Nature of Technology: Creativity and Innovation <input type="checkbox"/> 8.2.B Technology and Society <input checked="" type="checkbox"/> 8.2.C Design <input type="checkbox"/> 8.2.D Abilities for a Technological World <input type="checkbox"/> 8.2.E Computational Thinking: Programming
Career Ready Practices	
<input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee <input checked="" type="checkbox"/> CRP2. Apply appropriate academics and technical skills <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively with reason <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership, and effective management <input type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity <input checked="" type="checkbox"/> CRP12. Work productively in teams while using global cultural competence	

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: Kindergarten

Unit: Aesthetics & Critique

Descriptive Statement

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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the four art forms and differentiate between music, theater, dance, and visual art. • that abstract concepts, such as the four art forms, can generate feelings. • that opinions, negative or positive, play an important role in performing art when given at appropriate times. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • observe the four art forms of dance, music, theater, and visual art. • explain that dance, music, theater and visual art can generate personal feelings. • explain that critique is a positive tool. • express how individuals can have different opinions towards works of art. 	<p>1.1.2.A.1 1.1.2.A.2</p> <p>1.4.2.A.1 1.4.2.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>dance theater music</p>	<p>Music K-8 series piano various recordings</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: Kindergarten

Unit: Creation and Performance

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • simple dance sequences using elements: time, space, and energy. • simple rhythmic notation. • their own voice. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • perform planned and improvised dance sequences using the elements of time, space/shape and energy. • perform such movements as bending, twisting, stretching, and swinging using various levels in space. • clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo. • experiment with the use of voice and movement in creative drama and storytelling. 	<p>1.2.2.A.1 1.2.2.A.4</p> <p>1.2.2.B.1 1.2.2.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>improvise bending, twisting, stretching pitch rhythm tempo</p>	<p>recordings piano</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: Kindergarten

Unit: Elements and Principles

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • their personal space. • The basic elements of theater and the important roles each element plays. • The importance of rhythm, tempo, and dynamics play in the structure of a piece of music. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore personal space. • identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • identify basic elements of theater such as setting, costumes, plots scenes, and themes. 	<p>1.3.2.A.4 1.3.2.B.1 1.3.2.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>form melody dynamics</p>	<p>recordings Music K-8 series instruments flashcards piano</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: Kindergarten

Unit: History/Culture

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to aurally distinguish music from various cultures. • that music plays a vital role in a culture/community as a story/lesson. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize works of art from diverse cultures. • identify family and community as themes in art. 	<p>1.5.2.A.1 1.5.2.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>culture storytelling instruments</p>	<p>recordings piano Music K-8 series Orff instruments</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 1st Grade

Unit: Aesthetics & Critique

Descriptive Statement

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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • similarities and differences in the four art forms. • art can generate emotions. • art can fuel the imagination. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • observe the four art forms of dance, music, theater, and visual art. • explain that dance, music, theater and visual art can generate personal feelings. • use imagination to create a story based on an arts experience in each of the art forms. • explain that critique is a positive tool. • express how individuals can have different opinions towards works of art. 	<p>1.1.2.A.1 1.1.2.A.2 1.1.2.B.3</p> <p>1.4.2.A.1 1.4.2.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
dance mood minor expression major tempo dynamics	waltz piano “In the Hall of the Mountain King”	aural and visual observations peer evaluation (coaching) performance participation

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 1st Grade

Unit: Creation and Performance

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the use of space and shape in compliance with planned and improvised dance. • how to read music based on simple notation. • the difference between speaking voice, singing voice, and stage voice. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • perform planned and improvised dance sequences using the elements of time, space/shape and energy. • perform such movements as bending, twisting, stretching, and swinging using various levels in space. • clap, sing or play from simple notation that includes pitch, rhythm, dynamics, and tempo. • experiment with the use of voice and movement in creative drama and storytelling. 	<p>1.2.2.A.1 1.2.2.A.4 1.2.2.B.1 1.2.2.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>rhythmic notation note names rest names pitch</p>	<p>flashcards piano Music K-8 series</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 1st Grade

Unit: Elements and Principles

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the appropriate movements for specific genres of music. • The fundamental vocabulary and structure of a theatrical setting. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify movement qualities such as jagged, sharp, smooth, bouncy, or jerky using the vocabulary of dance. • identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody. • identify basic elements of theater such as setting, costumes, plots scenes, and themes. 	<p>1.3.2.A.2 1.3.2.B.1 1.3.2.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>tone color form call and response setting costumes plots scenes themes</p>	<p>piano computer songs</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 1st Grade

Unit: History/Culture

Descriptive

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • various composers and relate them to the appropriate musical time period. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize works of art from diverse cultures. • identify family and community as themes in art. 	<p>1.5.2.A.1 1.5.2.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Beethoven Bach Mozart organ harp harpsichord</p>	<p>various recordings sampled songs</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 2nd Grade

Unit: Aesthetics & Critique

Descriptive Statement

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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to sing a scale using solfege. • how to use movement as expression in direct, correlation with specific music. • how to use question and answer techniques with rhythmic patterns. • the basic acting techniques and musical theater background. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • interpret basic elements of style in dance, music theater, and visual art as the foundation for a creative project. • communicate observational and emotional responses to works of art from a variety of social and historical contexts. • provide an initial response when exposed to an unknown work. • explain that critique is a positive tool. • express how individuals can have different opinions towards works of art. 	<p>1.1.2.A.3 1.1.2.B.1 1.1.2.B.2</p> <p>1.4.2.A.1 1.4.2.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>solfege scale plot script characters stage wings</p>	<p>piano</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 2nd Grade

Unit: Creation and Performance

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to use active listening to generate well educated opinions about musical performances and works. • Self awareness dealing with personal performance. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • communicate through the creation and performance of planned and improvised sequences in response to meter, rhythm, and variations in tempo. • create and perform using objects and other art forms as creative stimuli for dance. • 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. • improvise short tonal and rhythmic patterns. • portray characters and describe basic plots and themes in creative drama. • employ theatrical elements to create and express stories in various cultural settings. • show how different uses of and approaches to theater can communicate experiences. 	<p>1.2.2.A.2 1.2.2.A.3</p> <p>1.2.2.B.2 1.2.2.B.3</p> <p>1.2.2.C.1 1.2.2.C.3 1.2.2.C.4</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>performance form technique</p>	<p>piano recordings handouts</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 2nd Grade

Unit: Elements and Principles

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to organize rhythmic patterns into the appropriate time signature and meter. • the importance that expression plays in performing music. • the music elements that are needed for specific dances. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences. • explore arts media and themes as catalysts in the composition of dance. • recognize ways to organize musical elements such and rhythmic patterns. • explore the use of voice, movement, and facial expression in conveying emotions in creative drama and storytelling. 	<p>1.3.2.A.1 1.3.2.A.3 1.3.2.B2 1.3.2.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>meter time signature expression</p>	<p>sheet music piano recordings</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 2nd Grade

Unit: History/Culture

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • various music elements that make a piece of music unique to the culture. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize works of art from diverse cultures. • identify family and community as themes in art. 	<p>1.5.2.A.1</p> <p>1.5.2.B.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>percussion European Musical Time Periods</p>	<p>recordings percussion instruments piano</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 3rd Grade

Unit: Aesthetics & Critique

Descriptive Statement

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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to create simple compositions appropriate to specific genre of music. • there is a strong need for self criticism in regards to performance. • a strong exposure or experience can create an emotional reaction. • constructive criticism is necessary to improve skills. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • apply basic domain-specific arts language to communicate personal to dance, theater, music, and visual art. • create an arts experience that communicates a significant emotion or feeling. • utilize basic arts terminology and arts elements in all four arts domains. • recognize the value of critiquing one’s own work as well as the work of others. • observe the basic arts elements in performance and exhibitions. • formulate positive analysis of arts performances by peers and respond positively to critique. 	<p>1.1.4.A.1</p> <p>1.1.4.B.1 1.1.4.B.4</p> <p>1.4.4.A.1 1.4.4.A.2</p> <p>1.4.4.B.1 1.4.4.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/ PROJECT
<p>form major minor tonal</p>	<p>recordings piano sheet music Music K-8 series</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 3rd Grade

Unit: Creation and Performance

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the proper techniques to performing dance sequences in either an a cappella or a setting with musical accompaniment. • Focus and concentration are key factors in dance performance. • how to read progressively complex notations. • The different characteristics that are essential to developing the mood. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement. • create and perform the eight loco motor movements of walking, running, hopping, jumping, leaping, galloping, sliding and skipping in a dance context. • define and maintain personal space. • clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo. • recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone”. • modify elements of music within a piece to create different expressive ideas. • use movement as a medium for storytelling and as a means of projecting creative decisions regarding character. 	<p>1.2.4.A.1 1.2.4.A.3 1.2.4.A.5 1.2.4.A.6</p> <p>1.2.4.B.1 1.2.4.B.2 1.2.4.B.4 1.2.4.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
Various composers Triad Home tone Key scale Dictation Mood Tone color	recordings stereo piano	aural and visual observations peer evaluation (coaching) performance participation

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 3rd Grade

Unit: Elements and Principles

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • that dance, as well as other art forms, relate to one another. • every instrument has a unique tone color and specific attributes. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • investigate the relationship of dance and other art forms. • differentiate basic compositional structures in choreography. • identify and categorize sound sources by common traits. 	<p>1.3.4.A.1</p> <p>1.3.4.A.2</p> <p>1.3.4.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>instruments and families genre</p>	<p>recorders piano various instruments</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 3rd Grade

Unit: History & Culture

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • works of art from various historical periods and diverse cultures. • different resources for the arts in your communities. • what characteristics are unique to specific musical time periods. • how values and beliefs influence music and art. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify works of art from various historical periods and diverse cultures. • recognize arts resources that exist in communities. • describe the general characteristics of artworks from various historical periods and world cultures. • examine art as reflection of societal values and beliefs. 	<p>1.5.4.A.1 1.5.4.A.2</p> <p>1.5.4.B.1 1.5.4.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Classical Romantic Baroque Renaissance</p>	<p>recordings piano</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 4th Grade

Unit: Aesthetics & Critique

Descriptive Statement

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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • traditional, but basic part writing techniques. • specific terms to communicate musical ideas. • the importance of self criticism in working towards improvement. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • apply basic domain-specific arts language to communicate personal to dance, theater, music, and visual art. • create an arts experience that communicates a significant emotion or feeling. • utilize basic arts terminology and arts elements in all four arts domains • recognize the value of critiquing one's own work as well as the work of others. • observe the basic arts elements in performance and exhibitions. • formulate positive analysis of arts performances by peers and respond positively to critique. 	<p>1.1.4.A.1</p> <p>1.1.4.B.1 1.1.4.B.4</p> <p>1.4.4.A.1 1.4.4.A.2</p> <p>1.4.4.B.1 1.4.4.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Tempo words Dynamic markings Staff Clefs Score markings</p>	<p>piano Music K-8 series recordings</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 4th Grade

Unit: Creation and Performance

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • plan and improvise dance sequences with/without musical accompaniment and communicate meaning through these movements. • how to vocalize the 1st, 3rd, and 5th scale degree when given the home tone. • different melodic and rhythmic accompaniments in AB and ABA. • how to make simple recordings on a multi-track sequencer. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • present planned and improvised dance sequences on a variety of themes using curved and straight pathways and levels in space and discuss their meanings. • utilize arts media and technology in the creation and/or performance of short phrases and compositions. • recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone”. • 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 dynamics levels and responding to cues of a conductor. 	<p>1.2.4.A.1 1.2.4.A.2 1.2.4.A.4</p> <p>1.2.4.B.2 1.2.4.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>binary rondo harmony unison octave sequence</p>	<p>piano recording Music K-8 series sequencing</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 4th Grade

Unit: Elements and Principles

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • differentiate different compositional structures in choreography. • the basic elements in a musical composition and performance. • how to respond to different stage directions. • the basic structure of a good play. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • differentiate basic compositional structures in choreography. • recognize contrasting and complementary shapes and shared weight centers in composition and performance. • explore musical elements through verbal and written responses to diverse aural prompts and printed scores. • differentiate basic structures in music composition. • recognize basic stage directions in the dramatization of stories/plays. • examine the basic structural characteristics of the well-made play. 	<p>1.3.4.A.2 1.3.4.A.3</p> <p>1.3.4.B.1 1.3.4.B.3</p> <p>1.3.4.C.1 1.3.4.C.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>stage directions melodic contour</p>	<p>stage staff paper piano various recordings</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 4thGrade

Unit: History & Culture

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • various compositions from each musical time period. • what composers belong in what time period. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • identify works of art from various historical periods and diverse cultures. • recognize arts resources that exist in communities. • describe the general characteristics of artworks from various historical periods and world cultures. • examine art as reflection of societal values and beliefs. 	<p>1.5.4.A.1 1.5.4.A.2 1.5.4.B.1 1.5.4.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Chopin Brahms</p>	<p>Recordings Piano Music K-8 series</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 5th Grade

Unit: Aesthetics & Critique

Descriptive Statement

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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the definition of aesthetic value and how it relates to art forms. • the compositional design in selected works of performance. • the traditions used in musical creations while critiquing. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • describe how an element of an art form contributes to the aesthetic value of a particular work. • describe the compositional design in selected works of art or performance. • examine how exposure to various cultures and styles influence individuals' feelings towards art forms and artworks • communicate ideas about social and personal value of art. • critique performances and exhibitions based on the application of the elements of the art form. • consider the impact of traditions in the critique of works of art. 	<p>1.1.6.A.3 1.1.6.A.4</p> <p>1.1.6.B.3 1.1.6.B.4</p> <p>1.4.6.B.1 1.4.6.B.3</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>Avant Garde New Age Neoclassical Jazz</p>	<p>piano recording stereo</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 5th Grade

Unit: Creation and Performance

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • how to transfer a rhythmic pattern from auditory to the kinesthetic. • a variety of arts related careers. • complex musical notation including compound and mixed meters. • how to harmonize melodies in a group or solo setting. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • perform planned and improvised sequences demonstrating aspects of time, space/shape and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic. • choreography and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in a small groups in the choreographic process. • investigate arts-related careers. • read music from progressively complex notation, including mixed meters, compound meters, and the grand staff. • sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice. • discuss and demonstrate the connection between body, movement, and voice in theatrical expression. • differentiate among vocal rate, pitch, and volume as the affect articulation, meaning, and character. 	<p>1.2.6.A.1 1.2.6.A.2 1.2.6.A.5 1.2.6.A.6</p> <p>1.2.6.B.1 1.2.6.B.2</p> <p>1.2.6.C.1 1.2.6.C.5 1.2.6.C.6</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>compound meter mixed meter grand staff music careers</p>	<p>sheet music staff paper piano various recordings</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 5th Grade

Unit: Elements and Principles

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • expressive and formal characteristics in various dance works. • the difference between dance movements and everyday movements. • different aural and written aspects of various cultures and notational systems. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • analyze both formal and expressive aspects of time, shape, space, and energy in various dance works. • analyze the interrelationship between dance movement and the movements of everyday life, and effectively demonstrate the difference between pantomiming and abstracting a gesture. • interpret compositional use of dance elements for expressive purposes. • analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures and notational systems. • examine the range of roles and characterizations possible in theatrical and performance. 	<p>1.3.6.A.1 1.3.6.A.4 1.3.6.A.5 1.3.6.B.1 1.3.6.C.1</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>dance: time, space, energy pantomime gesture</p>	<p>video clips recordings piano Music K-8 series</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 5th Grades

Unit: History/Culture

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • the impact performing arts has had on a variety of societies including our own. • The evolutionary process music went through to reach the music of today. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • reflect on variety of works of art representing important ideas, issues, and events in society. • recognize that a chronology exists in all art forms. • compare and contrast the contributions of significant artists from a historical period. • hypothesize how the arts have impacted world culture. 	<p>1.5.6.A.1 1.5.6.A.2</p> <p>1.5.6.B.1 1.5.6.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>chronology British Invasion</p>	<p>video clips recordings piano Music K-8 series</p>	<p>aural and visual observations peer evaluation (coaching) performance participation</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 6

Unit: Music Literacy (15 Day Cycle)

Descriptive Statement

In order to understand the 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.

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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • compositional design in a piece of music is formed using various music concepts. • elements of music are used to achieve unity and variety, tension and release, and balance. • basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions. • aural prompts and printed scores from diverse cultures and their roles. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • explore and define various music concepts. • indentify and differentiate between rhythms. • sing songs of many styles/cultures. • select songs based on music level. • recognize and apply music concepts using a keyboard. • create a piece in Sibelius. 	<p>1.1.6.A.2 1.1.6.A.4 1.1.6.B.3</p> <p>1.2.6.B.1 1.2.6.B.2 1.2.6.B.3 1.2.6.B.4 1.2.6.B.5</p> <p>1.3.6.B.1 1.3.6.B.2</p> <p>1.4.6.A.1 1.4.6.A.3 1.4.6.B.2</p> <p>1.5.6.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>rhythm notes symbols tone color loud and quiet beat and meter tempo rhythmic dictation</p>	<p>Sibelius program computers/laptops multi-cultural music scores</p>	<p>quiz/test observation anecdotal notes Sibelius project</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 7

Unit: Music Composition (15 Day Cycle)

Descriptive Statement

The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. 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. 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. 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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • lives of various composers/musicians. • the classification of various instruments. • how to listen and critique various music forms. • the definition of blues and jazz music and it's purpose in history. • The process of developing a piece of music from the initial idea to a manufactured (burned) recording. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • research and learn about different artists and instruments. • research, study, and compare the lives and contributions of composers/musicians. • listen and analyze music and lyrics in depth. • create a musical piece using Garage Band. 	<p>1.1.8.A.2 1.1.8.A.3 1.1.8.B.1 1.1.8.B.3 1.1.8.B.4</p> <p>1.2.8.B.1 1.2.8.B.2 1.2.8.B.3 1.2.8.B.4</p> <p>1.3.8.B.1 1.3.8.B.2 1.3.8.B.3</p> <p>1.4.8.A.1 1.4.8.A.2 1.4.8.B.1 1.4.8.B.2</p> <p>1.5.8.B.1 1.5.8.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>dynamics major/minor blues jazz timbre melody variation accompaniment</p>	<p>various composer/musician resource/reference materials</p> <p>various instruments</p> <p>Garage Band program/Mac</p>	<p>quiz/test observation musical piece project</p>

DENVILLE TOWNSHIP SCHOOL DISTRICT
Performing Arts Curriculum Guide

Grade: 8

Unit: Music History (15 Day Cycle)

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. 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.

KNOWLEDGE	SKILLS	NJSLS
<p>Students will know:</p> <ul style="list-style-type: none"> • music can communicate beliefs/values. • music can be classified by genre and is often defined by its originality. • musical training and background knowledge of music history can often lead to a career in this area. • music can be compared/contrasted within the same domain. • social and political environments can influence composers/musicians. • common elements help define a given historical period in music. • as technology changes, so does our capacity of developing/producing music. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • compare and relate blues and jazz into early rock and roll. • timeline the history of rock and roll. • discuss how music ties itself to American History. • critique and debate what makes a “great” songwriter. • create a musical piece using Garage Band as a multi track recorder. • create a podcast about a composer/musician. 	<p>1.1.8.A.1 1.1.8.A.3 1.1.8.B.2 1.1.8.B.3</p> <p>1.2.8.B.3 1.2.8.B.4</p> <p>1.3.8.B.2 1.3.8.B.3</p> <p>1.4.8.A.2 1.4.8.B.1 1.4.8.B.2</p> <p>1.5.8.A.1 1.5.8.A.2 1.5.8.B.1 1.5.8.B.2</p>
VOCABULARY	RESOURCES/MATERIALS	ASSESSMENT/PROJECT
<p>multi track recorder podcast</p>	<p>Garage Band/Mac podcasting equipment music from the eras of blues, jazz, and rock and roll</p>	<p>quiz/test observations podcast original musical piece</p>