

**The Fairfield Township School  
District  
Curriculum Guide  
Visual & Performing Arts  
Grades Kindergarten to Eight**



**Presented to the Board Of Education  
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### Statement of Purpose

**Mission:** *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

### Vision:

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries rely on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success, as reflected in the mission statement above. Equitable access to arts instruction is achieved when the four art disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education. The state and national standards are deliberately broad to encourage local and curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing art standards provide the foundation for creating local curricula and meaningful assessments in the four art disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and visual arts at the appropriate level of study.

### DANCE

Dance is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. Its roles range from recreational to sacred and cover every form of social purpose.

### Media Arts

A unique medium of artistic expression that can amplify and integrate the four traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers. Media arts cultivate both artistic abilities and a technological aptitude. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with

traditional forms of artistic expression. Media arts is defined as all genres and forms that use electronic media, film and technology (analog and digital; old and new) as an artistic medium or a medium to broaden arts appreciation and awareness of any discipline. This includes projects presented via film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games, immersive and multi-platform storytelling, and satellite streaming.

## **MUSIC**

Performing, creating, and responding to music are fundamental music processes in which humans engage. Students learn by doing. Singing, playing instruments, moving to music and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Music gives students skills with which to explore music alone or with others. Learning to read and notate music, and listening to, analyzing, and evaluating music are important building blocks of musical learning. To participate fully in a diverse global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music. Research has shown that students who participate in an enriched, sequential, skill building music program dramatically increase their reading and math performance. Music should be part of a well-rounded education. The role that music will play in students' lives depends in large measure on the levels of skills they achieve in creating, performing, and listening to music.

## **THEATRE**

Theatre is a collaborative art form which combines words, voice, movement and visual elements to express meaning. The field of theatre encompasses not only live improvised and scripted work, but also dramatic forms such as film, television and other electronic media. Due to the increasingly pervasive influence of contemporary theatrical media, theatre has enormous importance in citizens' lives. Theatre is about the examination and resolution of fundamental human issues, and is built on understanding and presenting interactions between people. Theatre work provides a vehicle for students to reflect on important aspects of life, in the process developing their sensitivity to and deepening their understanding of others' points of view. The broad, worldwide base of theatrical literature or repertoire ranges from classical forms such as Japanese Kabuki and Shakespeare, to

folk forms such as traditional puppetry, to contemporary forms such as animated cartoons and movies. Quality theatre education is similarly broad-based, extending beyond the teaching of acting to develop students' abilities in areas ranging from technical theatre to directing, and from researching the cultural and historical context of repertoire to creating their own improvised or scripted works. Theatre includes creative writing, improvising and writing scripts; expressive public speaking, media literacy, theatrical production and interpretation; and other key communication skills as part of their basic K-12 language arts curriculum.

### **VISUAL ARTS**

Creating, reshaping, and fully participating in visual arts enhances the quality of life globally. Visual art participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities. It possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century. Visual arts help understand and impact the increasingly complex technological environment. Artistic problems should be defined and solved with insight, reason, and technical proficiency. Develop and present a basic analysis of works of art from structural, historical, cultural, and aesthetic perspectives. Calling upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. Relating various types of art knowledge and skills within and across the arts disciplines by mixing and matching competencies and understanding in art-marking, history, culture, and analysis in any art related project.

#### **The Four Artistic Processes**

Creating	Performing/Presenting/Producing	Responding	Connecting
Students generate new work in an art form	Students perform the existing work of others using interpretive or receptive skills.	Students use perceptual, analytic, investigative, and critical skills to respond to creations.	Synthesize and relate knowledge and personal experience to make art
Imagining-developing	Selecting- choosing an	Selecting- choosing art	Selecting-choose artistic

ideas (concepts, ideas, feelings)	artistic work (repertoire) to perform	work and/or performance to experience	work and performance with social, cultural, and historical
Planning- experimenting, researching, and designing ways of presenting the idea(s) through artistic materials	Analyzing- investigate structure and research background of work	Analyzing- investigate seeing/hearing and comprehending visual/aural features of the work and performance mentally assembling what is seen/heard.	Analyze- investigate and research background of work based on societal, cultural, and historical context with personal experiences to make art.
	Interpreting- developing a personal interpretation of work (an idea of its expressive intent or potential)	Interpreting- developing a personal response to (constructing meaning from) the expressive ideas of the creator(s)	Interpreting- developing a personal connection with societal, cultural, and historical context to make art.
Making, Evaluation, Refining-applying knowledge and skills/techniques to bring idea(s) to life through artistic work evaluating quality and refining successive versions (- drafts) of the work	Rehearsing, Evaluation, Refining- applying knowledge and skills/technique to bring personal interpretation to life through performance evaluating quality and refining successive versions of the performance	Evaluating- assessing the quality of artistic work and its performance	Evaluating- assessing the quality of artistic work based on societal, cultural, and historical context
Presenting- demonstrating in performance or	Presenting- Performing work for		Presenting- performance exhibition of completed

exhibited completed work for others	others		work for others.
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## **DANCE**

Dance is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles

and traditions and is constantly evolving. Its roles range from recreational to sacred and cover every form of social purpose.

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: k-2
Unit 1: Creating Dance	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Where do choreographers get ideas for dances?</li> <li>• What influences choice-making in creating choreography?</li> </ul>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p>



<ul style="list-style-type: none"> <li>• How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> <li>• How can the arts &amp; dance be used to inform myself and others about climate change?</li> </ul>	<p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>People make up dances to address climate change.</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.1.2.Cr1a:</b> Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, and suggest additional sources for movement ideas.  <b>1.1.2.Cr1b:</b> Combine movements using the elements of dance to solve a movement problem.  <b>1.1.2.Cr2a:</b> Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.  <b>1.1.2.Cr2b:</b> Develop a dance study by selecting a specific</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe how choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>• Students will be able to list the elements of choreography</li> <li>• Students will be able to tell how choreographers analyze, evaluate, refine, and document their work to communicate meaning</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

<p>movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p><b>1.1.2.Cr3a:</b> Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p> <p><b>1.1.2.Cr3b:</b> Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.</p>	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/technology -</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue</p> <p>21<sup>st</sup> Century Skills/Career Readiness:</p> <p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives</p> <p>9.4.2.CI.2: Demonstrate originality and inventiveness in work</p>	
<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>● Websites:</li> </ul>	

- <https://whyv.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIVZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer

#### Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Dance	<b>Grade Level:</b> k-2
<b>Unit 2:</b> Performing	<b>Pacing:</b> 7-8 classes
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do dancers work with space, time and energy to communicate artistic expression?</li> <li>● How is the body used as an instrument for technical and artistic expression?</li> </ul>	<p>Space, time and energy are basic elements of dance.</p> <p>The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</p> <p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p>

<ul style="list-style-type: none"> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>	<p>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
<p><b>NJSL-S Standards</b></p>	
<p><b>1.1.2.Pr4a:</b> Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p><b>1.1.2.Pr4b:</b> Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.</p>	<p style="text-align: center;"><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate how dancers work with space, time and energy to communicate artistic expression.</li> <li>• Students will be able to describe how the body is used as an instrument for technical and artistic expression</li> <li>• Students will be able to explain what a dancer must do to prepare the mind and body for artistic expression</li> <li>• Students will be able to tell how a dancer heightens artistry in a public performance</li> </ul> <p style="text-align: center;"><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

**1.1.2.Pr4c:** Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).  
**1.1.2.Pr5a:** Identify personal and general space to share space safely with other dancers.  
 Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.  
**1.1.2.Pr5b:** Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate).  
 Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.  
**1.1.2.Pr5c:** Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.  
**1.1.2.Pr5d:** Explore a variety of body positions requiring a range of strength, flexibility and core support.

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations  
 Differentiation Strategies/Modifications  
 SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework  
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 ELL: vocabulary support

**1.1.2.Pr5e:** Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

**1.1.2.Pr6a:** Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

**1.1.2.Pr6b:** Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

**1.1.2.Pr6c:** Dance for and with others in a designated space identifying a distinct area for audience and performers.

**1.1.2.Pr6d:** Use simple production elements (e.g., hand props, scenery, media projections) in a dance work

Connections to other content areas, including 21<sup>st</sup> Century Skills:  
ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/technology -

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

21<sup>st</sup> Century Skills/Career Readiness:

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives

9.4.2.Cl.2: Demonstrate originality and inventiveness in work

Unit Resources:

- Websites:
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Dance	Grade Level: k-2
<b>Unit 3: Responding</b>	Pacing: 7-8 classes
<b>Essential Questions</b>	Enduring Understandings
<ul style="list-style-type: none"> <li>• How is a dance understood?</li> <li>• How is dance interpreted?</li> <li>• What criteria are used to evaluate dance?</li> </ul>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context</p> <p>Criteria for evaluating dance vary across genres, styles and cultures.</p>
<b>NJSL-S Standards</b>	<b>Classroom Applications</b>
<p><b>1.1.2.Re7a:</b> Demonstrate movements in a dance that develop patterns.</p> <p><b>1.1.2.Re7b:</b> Observe and describe performed dance movements from a specific genre or culture</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand that dances are often analyzed in order to understand its meaning</li> <li>• Students will be able to relate movements, ideas, and context to decipher meaning in a dance</li> <li>• Students will be able to evaluate a dance</li> </ul>

<p><b>1.1.2.Re8a:</b> Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.</p> <p><b>1.1.2.Re9a:</b> Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.</p>	<p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/technology -</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue</p> <p>21<sup>st</sup> Century Skills/Career Readiness:</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives</p>	<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/technology -</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue</p> <p>21<sup>st</sup> Century Skills/Career Readiness:</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives</p>

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Unit Resources:

Websites:

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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: k-2
Unit 4: Connecting	Pacing: 7-8 classes
Enduring Understandings	
<ul style="list-style-type: none"> <li>● How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>	<p>As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</p> <p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>
NJSL-S Standards	
<p><b>1.1.2.Cn10a:</b> Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will be able to describe, create/perform a dance that expresses personal meaning</li> </ul>

<p><b>1.1.2.Cn10b:</b> Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance.</p> <p><b>1.1.2.Cn11a:</b> Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p>	<ul style="list-style-type: none"> <li>• Students will be able to observe a dance and relate the movement to people, environment, or climate change</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/technology -</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue</p> <p>21<sup>st</sup> Century Skills/Career Readiness:</p> <p>9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives</p>	

#### 9.4.2.CI.2: Demonstrate originality and inventiveness in work

##### Unit Resources:

##### Websites:

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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Dance	<b>Grade Level:</b> 3-5
<b>Unit 1:</b> Creating	<b>Pacing:</b> 7-8 classes
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● Where do choreographers get ideas for dances?</li> <li>● What influences choice-making in creating choreography?</li> <li>● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> <li>● How can the arts &amp; dance be used to inform myself and others about climate change?</li> </ul>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>People make up dances to address climate change.</p>

NJSL-S Standards	Classroom Applications
<p><b>1.1.5.Cr1a:</b> Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.</p> <p><b>1.1.5.Cr1b:</b> Solve multiple movement problems using the elements of dance to develop dance content.</p> <p><b>1.1.5.Cr2a:</b> Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.</p> <p><b>1.1.5.Cr2b:</b> Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p><b>1.1.5.Cr3a:</b> Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a dance study. Explain movement choices and revisions.</p> <p><b>1.1.5.Cr3b:</b> Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging,</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe how choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>• Students will be able to list the elements of choreography</li> <li>• Students will be able to tell how choreographers analyze, evaluate, refine, and document their work to communicate meaning</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p><b>Differentiation Strategies/Modifications</b></p> <p><b>SWD/ Students at risk of failure:</b> 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p><b>Gifted/Enrichment:</b> computer-based research, high level task, class presentation</p> <p><b>ELL:</b> vocabulary support</p>



photo sequencing, photo captioning, video captioning, etc.	
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally  NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p> <p>Mathematics/Technology-  8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps</p> <p>21<sup>st</sup> Century Skills –  9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions  9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue  9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</p>	
<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites:</li> <li>• <a href="https://whyv.pbslearningmedia.org/subjects/the-arts/dance/">https://whyv.pbslearningmedia.org/subjects/the-arts/dance/</a></li> <li>• <a href="https://www.youtube.com/watch?v=MyOIVZTnd4U">https://www.youtube.com/watch?v=MyOIVZTnd4U</a> climate change dance</li> <li>• <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></li> <li>• <a href="https://www.jackhartmann.com/">https://www.jackhartmann.com/</a> professional choreographer</li> </ul>	

**Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
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- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Dance	<b>Grade Level:</b> 3-5
<b>Unit 2:</b> Performing	<b>Pacing:</b> 7-8 classes
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do dancers work with space, time and energy to communicate artistic expression?</li> <li>• How is the body used as an instrument for technical and artistic expression?</li> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>	<p>Space, time and energy are basic elements of dance.</p> <p>The way the body is developed, execution of movement and movement quality varies in different dance styles, genres and traditions.</p> <p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
<b>NJSL-S Standards</b>	<b>Classroom Applications</b>
<b>1.1.5.Pr4a:</b> Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers,	<b>Objectives:</b> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate how dancers work with space, time and energy to communicate artistic expression.</li> </ul>

increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).  
**1.1.5.Pr4b:** Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.  
**1.1.5.Pr4c:** Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)  
**1.1.5.Pr5a:** Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.  
**1.1.5.Pr5b:** Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.  
**1.1.5.Pr5c:** Identify body organization. Demonstrate use of elongated spine and engage in

- Students will be able to describe how the body is used as an instrument for technical and artistic expression
- Students will be able to explain what a dancer must do to prepare the mind and body for artistic expression
- Students will be able to tell how a dancer heightens artistry in a public performance

Teaching Strategies/Materials:  
 Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure  
 Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects  
 Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations  
 Differentiation Strategies/Modifications  
 SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework  
 Gifted/Enrichment: computer-based research, high level task, class presentation  
 ELL: vocabulary support

release of tension from spine/shoulders.

**1.1.5.Pr5d:** Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

**1.1.5.Pr5e:** Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

**1.1.5.Pr6a:** Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

**1.1.5.Pr6b:** Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.

**1.1.5.Pr6c:** Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).

**1.1.5.Pr6d:** Manipulate a variety of technical elements, (e.g., costumes, lighting, sound,

<p>performance cues) to support the artistic intent of the dances.</p>	<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:            ELA/Literacy -            NJLSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally            NJLSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations              Mathematics/Technology-            8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps              21<sup>st</sup> Century Skills –            9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions            9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue            9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</p>
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**FAIRFIELD TOWNSHIP SCHOOL  
 Performing Arts Curriculum Guide**

<p>Subject: Dance</p>	<p>Grade Level: 3-5</p>
<p>Unit 3: Responding            Essential Questions</p>	<p>Pacing: 7-8 classes            Enduring Understandings</p>

<ul style="list-style-type: none"> <li>• How is a dance understood?</li> <li>• How is dance interpreted?</li> <li>• What criteria are used to evaluate dance?</li> </ul>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context</p> <p>Criteria for evaluating dance vary across genres, styles and cultures.</p>
<b>NJSL-S Standards</b>	
<p><b>1.1.5.Re7a:</b> Describe recurring patterns of movement and their relationships to the meaning of the dance.</p> <p><b>1.1.5.Re7b:</b> Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</p> <p><b>1.1.5.Re8a:</b> Interpret meaning or intent in a dance or phrase based on its movements. Explain how themove ments communicate the main idea of the dance using basic dance terminology.</p> <p><b>1.1.5.Re9a:</b> Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that</p>	<p style="text-align: center;"><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand that dances are often analyzed in order to understand its meaning</li> <li>• Students will be able to relate movements, ideas, and context to decipher meaning in a dance</li> <li>• Students will be able to evaluate a dance</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p><b>Differentiation Strategies/Modifications</b></p>

<p>make a dance communicate effectively.</p>	<p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -            NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally            NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p> <p>Mathematics/Technology-            8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps</p> <p>21<sup>st</sup> Century Skills –            9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions            9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue            9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</p>	
<p>Unit Resources:            Websites:</p> <ul style="list-style-type: none"> <li>• <a href="https://whyv.pbslearningmedia.org/subjects/the-arts/dance/">https://whyv.pbslearningmedia.org/subjects/the-arts/dance/</a></li> <li>• <a href="https://www.youtube.com/watch?v=MyOIWZTnd4U">https://www.youtube.com/watch?v=MyOIWZTnd4U</a> climate change dance</li> <li>• <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></li> <li>• <a href="https://www.jackhartmann.com/">https://www.jackhartmann.com/</a> professional choreographer</li> </ul>	



Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 3-5
Unit 4: Connecting	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <li>• How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>• How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>	<p>As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</p> <p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.1.5.Cn10a:</b> Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.</p> <p><b>1.1.5.Cn10b:</b> Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.</p> <p><b>1.1.5.Cn11a:</b> Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	<p><b>Classroom Applications</b></p> <p>Objectives: Students will be able to describe, create/perform a dance that expresses personal meaning</p> <ul style="list-style-type: none"> <li>• Students will be able to observe a dance and relate the movement to people, environment, or climate change</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

	<p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:          ELA/Literacy -          NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally          NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p> <p>Mathematics/Technology-          8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps</p> <p>21<sup>st</sup> Century Skills –          9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions          9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue          9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity</p>	
<p>Unit Resources:          Websites:</p> <ul style="list-style-type: none"> <li>• <a href="https://why.pbslearningmedia.org/subjects/the-arts/dance/">https://why.pbslearningmedia.org/subjects/the-arts/dance/</a></li> <li>• <a href="https://www.youtube.com/watch?v=MyOIWZTnd4U">https://www.youtube.com/watch?v=MyOIWZTnd4U</a> climate change dance</li> <li>• <a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a></li> <li>• <a href="https://www.jackhartmann.com/">https://www.jackhartmann.com/</a> professional choreographer</li> </ul>	
<p>Unit Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Journal Entries and Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Comprehension Checks in literature</li> </ul>	

- Class Webs
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- Lesson Quiz
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 6-8
Unit 1: Creating	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Where do choreographers get ideas for dances?</li> <li>• What influences choice-making in creating</li> </ul>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p>

<p>choreography?</p> <ul style="list-style-type: none"> <li>• How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> <li>• How can the arts &amp; dance be used to inform myself and others about climate change?</li> </ul>	<p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>People make up dances to address climate change.</p>
<p>NJSL-S Standards</p>	
<p><b>1.1.8.Cr1a:</b> Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p> <p><b>1.1.8.Cr1b:</b> Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p> <p><b>1.1.8.Cr2a:</b> Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to</p>	<p style="text-align: center;">Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to describe how choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>• Students will be able to list the elements of choreography</li> <li>• Students will be able to tell how choreographers analyze, evaluate, refine, and document their work to communicate meaning</li> </ul> <p style="text-align: center;">Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

<p>collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</p> <p><b>1.1.8.Cr2b:</b> Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p><b>1.1.8.Cr3a:</b> Revise choreography collaboratively or independently based on artistic criteria, self-reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.</p> <p><b>1.1.8.Cr3b:</b> Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.</p>	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Mathematics/Technology-</p>	

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

21<sup>st</sup> Century Skills –

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Unit Resources:

- Websites:
- <https://whyy.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

Unit Assessment Opportunities:

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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 6-8
Unit 2: Performing	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How do dancers work with space, time and energy to communicate artistic expression?</li> <li>• How is the body used as an instrument for technical and artistic expression?</li> </ul>	<p>Space, time and energy are basic elements of dance.</p> <p>The way the body is developed, execution of movement and movement quality varies in different dance styles, genres and traditions.</p> <p>Dancers use the mind-body connection and develop the body as an</p>



<ul style="list-style-type: none"> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>	<p>instrument for artistry and artistic expression.</p> <p>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
<p><b>NJSLS Standards</b></p> <p><b>1.1.8.Pr4a:</b> Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.</p> <p><b>1.1.8.Pr4b:</b> Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</p> <p><b>1.1.8.Pr4c:</b> Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.</p> <p><b>1.1.8.Pr5a:</b> Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate how dancers work with space, time and energy to communicate artistic expression.</li> <li>• Students will be able to describe how the body is used as an instrument for technical and artistic expression</li> <li>• Students will be able to explain what a dancer must do to prepare the mind and body for artistic expression</li> <li>• Students will be able to tell how a dancer heightens artistry in a public performance</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p>

<p><b>1.1.8.Pr5b:</b> Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.</p> <p><b>1.1.8.Pr5c:</b> Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non-vertical alignment. Maintain organization of the body while moving through space.</p> <p><b>1.1.8.Pr5d:</b> Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p> <p><b>1.1.8.Pr5e:</b> Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p> <p><b>1.1.8.Pr6a:</b> Investigate visualization, motor imagery and breath to apply and enhance the quality of</p>	<p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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body mechanics and the energy related to the movement skill.  
**1.1.8.Pr6b:** Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.  
**1.1.8.Pr6c:** Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.  
**1.1.8.Pr6d:** Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Mathematics/Technology-

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

21<sup>st</sup> Century Skills –

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Unit Resources:

- Websites:
- <https://whyv.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 6-8
Unit 3: Responding	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How is a dance understood?</li> <li>• How is dance interpreted?</li> <li>• What criteria are used to evaluate dance?</li> </ul>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context</p> <p>Criteria for evaluating dance vary across genres, styles and cultures.</p>
<b>NJSLS Standards</b>	<b>Classroom Applications</b>
<p><b>1.1.8.Re7a:</b> Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.</p> <p><b>1.1.8.Re7b:</b> Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to understand that dances are often analyzed in order to understand its meaning</li> <li>• Students will be able to relate movements, ideas, and context to decipher meaning in a dance</li> <li>• Students will be able to evaluate a dance</li> </ul> <p>Teaching Strategies/Materials:</p>

<p>movement practices to communicate intent. Use genre-specific dance terminology. <b>1.1.8.Re8a:</b> Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology. <b>1.1.8.Re9a:</b> Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>	<p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills: ELA/Literacy - SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Mathematics/Technology- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>21<sup>st</sup> Century Skills –</p>	

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Unit Resources:

Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Dance	<b>Grade Level:</b> 6-8
<b>Unit 4:</b> Connecting	<b>Pacing:</b> 7-8 classes
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>• How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>	<p>As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</p> <p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>
<b>NJSLS Standards</b>	<b>Classroom Applications</b>
<b>1.1.8.Cn10a:</b> Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and	<p>Objectives: Students will be able to describe, create/perform a dance that expresses personal meaning</p> <ul style="list-style-type: none"> <li>• Students will be able to observe a dance and relate the movement to people, environment, or climate change</li> </ul>



<p>experiences influence responses to dance works.</p> <p><b>1.1.8.Cn10b:</b> Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</p> <p><b>1.1.8.Cn11a:</b> Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.</p>	<p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills -</p> <p>ELA/Literacy -</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Mathematics/Technology-</p> <p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>21<sup>st</sup> Century Skills –</p>	<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).</p> <p>SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>Mathematics/Technology-</p> <p>8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.</p> <p>21<sup>st</sup> Century Skills –</p>

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view
- 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

**Unit Resources:**

**Websites:**

- <https://whyy.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

**Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
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- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

## **MUSIC**

Performing, creating, and responding to music are fundamental music processes in which humans engage. Students learn by doing. Singing, playing instruments, moving to music and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Music gives students skills with which to explore music alone or with others. Learning to read and notate music, and listening to, analyzing, and evaluating music are important building blocks of musical learning. To participate fully in a diverse global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music. Research has shown that students who participate in an enriched, sequential, skill building music program dramatically increase their reading and math performance. Music should be part of a well-rounded education. The role that music will play in students' lives depends in large measure on the levels of skills they achieve in creating, performing, and listening to music.

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 1: Creating Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• How can musicians influence climate change?</li> </ul>	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</p> <p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians influence climate change by writing songs about it.</p>
<p><b>NJSLS Standards</b></p> <p><b>1.3A.2.Cr1a:</b> Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p><b>1.3A.2.Cr2a:</b> Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p><b>1.3A.2.Cr2b:</b> Use iconic or standard notation and/or</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to imagine creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</li> <li>• Students will be able to make creative choices influenced by their expertise, context and expressive intent.</li> <li>• Students will be able to evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>• Students will be able to identify and create music that deals with climate change.</li> </ul>

<p>recording technology to organize and document personal musical ideas.</p> <p><b>1.3A.2.Cr3a:</b> Interpret and apply personal, peer and teacher feedback to revise personal music.</p> <p><b>1.3A.2.Cr3b:</b> Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p>	<p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	

Mathematics/Technology:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

21<sup>st</sup> Century Skills –

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Resources:

- Websites:
  - o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
  - o <https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZuppmKizdGGocGZhoCJxsQAVD BwE>
  - o [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
  - o [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - o <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets\
- bservations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
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- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 2: Performing Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present?</li> <li>● How do context and the manner in which musical work is presented influence audience response?</li> </ul>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures.</p> <p>The context and how a work is presented influence audience response.</p>
<p><b>NJSLS Standards</b></p> <p><b>1.3A.2.Pr4a:</b> Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p><b>1.3A.2.Pr5a:</b> Apply established criteria to judge the accuracy,</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to evaluate knowledge of musical works, understanding of their own technical skill, and the context for a performance to influence the selection of repertoire.</li> </ul>

<p>expressiveness and effectiveness of performance.</p> <p><b>1.3A.2.Pr5b:</b> Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.</p> <p><b>1.3A.2.Pr5c:</b> Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p><b>1.3A.2.Pr5d:</b> When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.</p> <p><b>1.3A.2.Pr5e:</b> Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p><b>1.3A.2.Pr6a:</b> Perform music for a specific purpose with expression and technical accuracy.</p> <p><b>1.3A.2.Pr6b:</b> Perform appropriately for the audience and purpose.</p>	<ul style="list-style-type: none"> <li>• Students will be able to express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>• Students will be able to judge performances based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
 NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/Technology:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media

21<sup>st</sup> Century Skills –

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Resources:

- Websites:
  - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
  - [https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1in1VUMLLZuppmKizdGGocGZhoCJxsQAVD\\_BwE](https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1in1VUMLLZuppmKizdGGocGZhoCJxsQAVD_BwE)
  - [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
  - [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - <https://www.youtube.com/watch?v=TWXITWhA08> -climate change

Unit Assessment Opportunities:

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- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 3: Responding to Music	Pacing: 7-8 classes
<p data-bbox="428 1759 456 2045">Essential Questions</p> <ul style="list-style-type: none"> <li data-bbox="505 1612 574 2045">● How do individuals choose music to experience?</li> <li data-bbox="613 1566 721 2045">● How does understanding the structure and context of music inform a response?</li> <li data-bbox="760 1566 867 2045">● How do we discern the musical creators' and performers' expressive intent?</li> <li data-bbox="906 1556 1013 2045">● How do we judge the quality of musical work(s) and performance(s)?</li> </ul>	<p data-bbox="428 1167 456 1528">Enduring Understandings</p> <p data-bbox="505 373 574 1528">Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p data-bbox="613 275 683 1528">Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p data-bbox="760 296 829 1528">Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p data-bbox="906 296 976 1528">The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p data-bbox="1057 1776 1084 2045">NJSL-S Standards</p> <p data-bbox="1101 1598 1273 2045"><b>1.3A.2.Re7a:</b> Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p data-bbox="1284 1570 1354 2045"><b>1.3A.2.Re7b:</b> Describe how specific music concepts are used</p>	<p data-bbox="1057 1192 1084 1528">Classroom Applications</p> <p data-bbox="1101 1367 1128 1528">Objectives:</p> <ul style="list-style-type: none"> <li data-bbox="1138 264 1240 1383">● Students will be able to analyze and respond to an individuals' selection of musical works as influenced by their interests, experiences, understandings, and purposes.</li> <li data-bbox="1284 233 1354 1383">● Students will be able to interpret their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> </ul>

<p>to support a specific purpose in music.</p> <p><b>1.3A.2.Re8a:</b> Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p><b>1.3A.2.Re9a:</b> Apply personal and expressive preferences in the evaluation of music.</p>	<ul style="list-style-type: none"> <li>• Students will be able to evaluate the musical work(s) and performance(s) as informed by analysis, interpretation, and established criteria.</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy - NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	

<p>Mathematics/Technology:</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media</p> <p>21<sup>st</sup> Century Skills --</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites: <ul style="list-style-type: none"> <li>o <a href="https://whyv.pbslearningmedia.org/subjects/the-arts/music/">https://whyv.pbslearningmedia.org/subjects/the-arts/music/</a></li> <li>o <a href="https://jovrxmusic.org/play/?qclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZupprmKizdGGcGZhoCjxsQAVD BwE">https://jovrxmusic.org/play/?qclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZupprmKizdGGcGZhoCjxsQAVD BwE</a></li> <li>o <a href="https://www.classicsforkids.com/games/compose_your_own_music.php">https://www.classicsforkids.com/games/compose_your_own_music.php</a></li> <li>o <a href="https://www.youtube.com/watch?v=k3yL_1L85Mk">https://www.youtube.com/watch?v=k3yL_1L85Mk</a> -climate change</li> <li>o <a href="https://www.youtube.com/watch?v=IGWXITWhA08">https://www.youtube.com/watch?v=IGWXITWhA08</a> -climate change</li> </ul> </li> </ul> <p>Unit Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Journal Entries and Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Comprehension Checks in literature</li> <li>• Class Webs</li> <li>• PresentationsCollaboration</li> <li>• Projects</li> <li>• Rubrics</li> <li>• Unit Test</li> <li>• Lesson CheckLesson Quiz</li> <li>• Performance Expectations Activities</li> <li>• Chapter Test</li> </ul>
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**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Music	Grade Level: k-2
Unit 4: Connecting to Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do musicians make meaningful connections to creating, performing, and responding?</li> <li>● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? (such as climate change)</li> </ul>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond.</p> <p>Musicians, and other artists, connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond. (such as climate change)</p>
<p><b>NJSLS Standards</b></p> <p><b>1.3A.2.Cn10a:</b> Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p><b>1.3A.2.Cn11a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>● Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding and including climate change.</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -          NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.          NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.          NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.          NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/Technology:          8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media</p>	

21<sup>st</sup> Century Skills – 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Resources: Websites:

- o <https://www.pbslearningmedia.org/subjects/the-arts/music/>
- o <https://joyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGocGZhoCJxsQAVD BwE>
- o [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
- o [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
- o <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects/Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test



**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Music	<b>Grade Level:</b> 3-5
<b>Unit 1: Creating Music</b>	<b>Pacing:</b> 7-8 classes
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> <li>● How can musicians influence climate change?</li> </ul>	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</p> <p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians influence climate change by writing songs about it.</p>
<b>NJSLS Standards</b>	<b>Classroom Applications</b>
<p><b>1.3A.5.Cr1a:</b> Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p><b>1.3A.5.Cr2a:</b> Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to imagine creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</li> <li>● Students will be able to make creative choices influenced by their expertise, context and expressive intent.</li> <li>● Students will be able to evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul>

<p>Explain connection to purpose and context.</p> <p><b>1.3A.5.Cr2b:</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.</p> <p><b>1.3A.5.Cr3a:</b> Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p><b>1.3A.5.Cr3b:</b> Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship.</p> <p>Explain connection to expressive intent.</p>	<p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/Technology -</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/Technology -</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

#### Unit Resources:

- Websites:
  - <https://whwy.pbslearningmedia.org/subjects/the-arts/music/>
  - [https://foyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGcGZhoCJxsQAVD\\_BwE](https://foyrxmusic.org/play/?gclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGcGZhoCJxsQAVD_BwE)
  - [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
  - [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

#### Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literatureClass Webs
- Presentations
- Collaboration
- ProjectsRubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 3-5
Unit 2: Performing Music	Pacing: 7-8 classes
<p data-bbox="428 1541 464 2053">Essential Questions</p> <ul style="list-style-type: none"> <li data-bbox="505 1541 574 2053">● How do performers select repertoire?</li> <li data-bbox="651 1541 721 2053">● How do musicians improve the quality of their performance?</li> <li data-bbox="797 1541 867 2053">● When is a performance judged ready to present?</li> <li data-bbox="911 1541 1045 2053">● How do context and the manner in which musical work is presented influence audience response?</li> </ul>	<p data-bbox="428 210 464 1541">Enduring Understandings</p> <p data-bbox="505 210 574 1541">Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p data-bbox="651 210 753 1541">To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p data-bbox="829 210 867 1541">Musicians judge performance based on criteria that vary across time, place and cultures.</p> <p data-bbox="976 210 1013 1541">The context and how a work is presented influence audience response.</p>
<p data-bbox="1099 1541 1135 2053">NJSL-S Standards</p> <p data-bbox="1138 1541 1344 2053"><b>1.3A.5.Pr4a:</b> Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.</p>	<p data-bbox="1099 210 1135 1541">Classroom Applications</p> <p data-bbox="1138 210 1174 1541">Objectives:</p> <ul style="list-style-type: none"> <li data-bbox="1177 210 1279 1541">● Students will be able to evaluate knowledge of musical works, understanding of their own technical skill, and the context for a performance to influence the selection of repertoire.</li> </ul>

<p><b>1.3A.5.Pr4b:</b> Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.</p> <p><b>1.3A.5.Pr4c:</b> Analyze selected music by reading and performing using standard notation.</p> <p><b>1.3A.5.Pr4d:</b> Explain how context (e.g., personal, social, cultural, historical) informs performances.</p> <p><b>1.3A.5.Pr4e:</b> Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics,</p> <p><b>1.3A.5.Pr5a:</b> Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.</p> <p><b>1.3A.5.Pr5b:</b> Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.</p> <p><b>1.3A.5.Pr6a:</b> Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.</p>	<ul style="list-style-type: none"> <li>● Students will be able to express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> <li>● Students will be able to judge performances based on criteria that vary across time, place and cultures.</li> <li>● Students will be able to define context and how a work is presented in order to influence audience response.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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<p><b>1.3A.5.Pr6b:</b> Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>	
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:          ELA/Literacy -          NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.          NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.          Mathematics/Technology -          8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems          21<sup>st</sup> Century Skills –          9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	
<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites:             <ul style="list-style-type: none"> <li>o <a href="https://whyv.pbslearningmedia.org/subjects/the-arts/music/">https://whyv.pbslearningmedia.org/subjects/the-arts/music/</a></li> <li>o <a href="https://joyxmusic.org/play/?gclid=CjwKCAjw4KvJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZuppmKizdGGocGZhoCJxsQAVD_BwE">https://joyxmusic.org/play/?gclid=CjwKCAjw4KvJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZuppmKizdGGocGZhoCJxsQAVD_BwE</a></li> <li>o <a href="https://www.classicsforkids.com/games/compose_your_own_music.php">https://www.classicsforkids.com/games/compose_your_own_music.php</a></li> <li>o <a href="https://www.youtube.com/watch?v=k3yL_1L85Mk">https://www.youtube.com/watch?v=k3yL_1L85Mk</a> -climate change</li> <li>o <a href="https://www.youtube.com/watch?v=TGWXITWhA08">https://www.youtube.com/watch?v=TGWXITWhA08</a> -climate change</li> </ul> </li> </ul>	
<p>Unit Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Journal Entries and Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Comprehension Checks in literature</li> <li>• Class Webs</li> </ul>	

- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 3-5
Unit 3: Responding to Music	Pacing: 7-8 classes
<p data-bbox="431 1541 467 2053"><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li data-bbox="508 1541 581 2053">● How do individuals choose music to experience?</li> <li data-bbox="621 1541 727 2053">● How does understanding the structure and context of music inform a response?</li> <li data-bbox="768 1541 873 2053">● How do we discern the musical creators' and performers' expressive intent?</li> <li data-bbox="914 1541 1019 2053">● How do we judge the quality of musical work(s) and performance(s)?</li> </ul>	<p data-bbox="431 216 467 1541"><b>Enduring Understandings</b></p> <p data-bbox="508 216 581 1541">Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p data-bbox="621 216 727 1541">Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p data-bbox="768 216 873 1541">Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p data-bbox="914 216 1019 1541">The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p data-bbox="1065 1541 1101 2053"><b>NJSLS Standards</b></p> <p data-bbox="1109 1541 1312 2053"><b>1.3A.5.Re7a:</b> Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p data-bbox="1320 1541 1391 2053"><b>1.3A.5.Re7b:</b> Demonstrate and explain, citing evidence, how</p>	<p data-bbox="1065 216 1101 1541"><b>Classroom Applications</b></p> <p data-bbox="1109 216 1144 1541"><b>Objectives:</b></p> <ul style="list-style-type: none"> <li data-bbox="1153 216 1226 1541">● Students will be able to analyze an individuals' selection of musical works as influenced by their interests, experiences, understandings, and purposes.</li> <li data-bbox="1250 216 1356 1541">● Students will be able to understand that response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> </ul>



<p>responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</p> <p><b>1.3A.5.Re8a:</b> Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.</p> <p><b>1.3A.5.Re9a:</b> Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p>	<ul style="list-style-type: none"> <li>• Students will be able to interpret their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>• Students will be able to evaluate the musical work(s) and performance(s) as informed by analysis, interpretation, and established criteria.</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy - NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	

<p>Mathematics/Technology -</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites: <ul style="list-style-type: none"> <li>o <a href="https://whyy.pbslearningmedia.org/subjects/the-arts/music/">https://whyy.pbslearningmedia.org/subjects/the-arts/music/</a></li> <li>o <a href="https://joyxmusic.org/play/?qclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGocGZhoCJxsQAVD BwE">https://joyxmusic.org/play/?qclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGocGZhoCJxsQAVD BwE</a></li> <li>o <a href="https://www.classicsforkids.com/games/compose_your_own_music.php">https://www.classicsforkids.com/games/compose_your_own_music.php</a></li> <li>o <a href="https://www.youtube.com/watch?v=k3yL_1L85Mk">https://www.youtube.com/watch?v=k3yL_1L85Mk</a> -climate change</li> <li>o <a href="https://www.youtube.com/watch?v=TGWXITWhA08">https://www.youtube.com/watch?v=TGWXITWhA08</a> -climate change</li> </ul> </li> </ul>
<p>Unit Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Journal Entries and Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Comprehension Checks in literature</li> <li>• Class Webs</li> <li>• Presentations</li> <li>• Collaboration</li> <li>• Projects</li> <li>• Rubrics/Unit Test</li> <li>• Lesson Check</li> <li>• Lesson Quiz</li> <li>• Performance Expectations Activities</li> <li>• Chapter Test</li> </ul>	

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<b>Subject:</b> Music	<b>Grade Level:</b> 3-5
<b>Unit 4: Connecting to Music</b>	<b>Pacing:</b> 7-8 classes
<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ul style="list-style-type: none"> <li>● How do musicians make meaningful connections to creating, performing, and responding?</li> <li>● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? (such as climate change)</li> </ul>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond.</p> <p>Musicians and other artists connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond. (such as climate change)</p>
<b>NJSLS Standards</b>	<b>Classroom Applications</b>
<p><b>1.3A.5.Cn10a:</b> Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p><b>1.3A.5.Cn11a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>● Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding and including climate change.</li> </ul>

	<p>Teaching Strategies/Materials:          Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:          ELA/Literacy -          NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.          NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>Mathematics/Technology -          8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems</p> <p>21<sup>st</sup> Century Skills –          9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	

### Unit Resources:

- Websites:
  - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
  - [https://jovrxmusic.org/play/?gclid=CjwKCAjw4KvJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZupprmKizdGGocGZhoCJxsQAvD\\_BwE](https://jovrxmusic.org/play/?gclid=CjwKCAjw4KvJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZupprmKizdGGocGZhoCJxsQAvD_BwE)
  - [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
  - [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - <https://www.youtube.com/watch?v=TGWXITWhA08> -climate change

### Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

<p>Subject: Music</p>	<p>Grade Level: 6-8</p>
<p>Unit 1: Creating Music</p>	<p>Pacing: 7-8 classes</p>
<p>Essential Questions</p>	<p>Enduring Understandings</p>
<ul style="list-style-type: none"> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> <li>● How can musicians influence climate change?</li> </ul>	<p>The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</p> <p>Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>Musicians influence climate change by writing songs about it.</p>
<p>NJSLS Standards</p> <p><b>1.3A.8.Cr1a:</b> Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme &amp; Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p>	<p>Classroom Applications</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will be able to imagine creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources</li> <li>● Students will be able to make creative choices influenced by their expertise, context and expressive intent.</li> <li>● Students will be able to evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul>

<p><b>1.3A.8.Cr2a:</b> Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p><b>1.3A.8.Cr2b:</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p><b>1.3A.8.Cr3a:</b> Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p> <p><b>1.3A.8.Cr3b:</b> Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p>	<p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p><b>Differentiation Strategies/Modifications</b></p> <p><b>SWD/ Students at risk of failure:</b> 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p><b>Gifted/Enrichment:</b> computer-based research, high level task, class presentation</p> <p><b>ELL:</b> vocabulary support</p>
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Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  
 NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Mathematics/Technology

-8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

21<sup>st</sup> Century Skills –

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Unit Resources:

- Websites:
  - o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
  - o [https://ioryxmusic.org/play/?gclid=CiwKCAjw4KvJBhAbEiwAaAQbE9yGWP3-MBBzklLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD\\_BwE](https://ioryxmusic.org/play/?gclid=CiwKCAjw4KvJBhAbEiwAaAQbE9yGWP3-MBBzklLuK4o2sNbl7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE)
  - o [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
  - o [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - o <https://www.youtube.com/watch?v=TWXITVWhA08> -climate change
  - o <https://www.youtube.com/watch?v=OgTmoHfO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations



- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

Subject: Music	Grade Level: 6-8
Unit 2: Performing Music	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do performers select repertoire?</li> <li>● How do musicians improve the quality of their performance?</li> <li>● When is a performance judged ready to present?</li> <li>● How do context and the manner in which musical work is presented influence audience response?</li> </ul>	<p>Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place and cultures.</p> <p>The context and how a work is presented influence audience response.</p>
<b>NJSLS Standards</b> <b>1.3A.8.Cr1a:</b> Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to	<b>Classroom Applications</b> <b>Objectives:</b> <ul style="list-style-type: none"> <li>● Students will be able to evaluate knowledge of musical works, understanding of their own technical skill, and the context for a performance to influence the selection of repertoire.</li> <li>● Students will be able to express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</li> </ul>

<p>specific purpose and context (e.g., social, cultural, historical).</p> <p><b>1.3A.8.Cr2a:</b> Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p><b>1.3A.8.Cr2b:</b> Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.</p> <p><b>1.3A.8.Cr3a:</b> Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.</p> <p><b>1.3A.8.Cr3b:</b> Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and</p>	<ul style="list-style-type: none"> <li>• Students will be able to judge performances based on criteria that vary across time, place and cultures.</li> <li>• Students will understand what context is and how a work is presented influences audience response.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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<p>balance to convey expressive intent.</p>	<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -          NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.          NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Mathematics/Technology          -8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>21<sup>st</sup> Century Skills –          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>Unit Resources:</p> <ul style="list-style-type: none"> <li>● Websites:             <ul style="list-style-type: none"> <li>○ <a href="https://why.pbslearningmedia.org/subjects/the-arts/music/">https://why.pbslearningmedia.org/subjects/the-arts/music/</a></li> <li>○ <a href="https://jovrxmusic.org/play/?gclid=CiwKCAiw4KyJBhAbEiwAaAQbE9vGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE">https://jovrxmusic.org/play/?gclid=CiwKCAiw4KyJBhAbEiwAaAQbE9vGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE</a></li> <li>○ <a href="https://www.classicsforkids.com/games/compose_your_own_music.php">https://www.classicsforkids.com/games/compose_your_own_music.php</a></li> <li>○ <a href="https://www.youtube.com/watch?v=k3yL_1L85Mk">https://www.youtube.com/watch?v=k3yL_1L85Mk</a> -climate change</li> <li>○ <a href="https://www.youtube.com/watch?v=TWXITWwhA08">https://www.youtube.com/watch?v=TWXITWwhA08</a> -climate change</li> <li>○ <a href="https://www.youtube.com/watch?v=OqImoHtO4fs">https://www.youtube.com/watch?v=OqImoHtO4fs</a> -climate change</li> </ul> </li> </ul> <p>Unit Assessment Opportunities:</p>
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- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 6-8
Unit 3: Responding to Music	Pacing: 7-8 classes

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do individuals choose music to experience?</li> <li>● How does understanding the structure and context of music inform a response?</li> <li>● How do we discern the musical creators' and performers' expressive intent?</li> <li>● How do we judge the quality of musical work(s) and performance(s)?</li> </ul>	<p>Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</p> <p>Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>
<p><b>NJSLS Standards</b></p> <p><b>1.3A.8.Re7a:</b> Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p><b>1.3A.8.Re7b:</b> Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).</p> <p><b>1.3A.8.Re7c:</b> Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.</p> <p><b>1.3A.8.Re8a:</b> Apply appropriate personally developed criteria to</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to analyze an individuals' selection of musical works as influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</li> <li>● Students will be able to interpret their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● Students will be able to evaluate the musical work(s) and performance(s) as informed by analysis, interpretation, and established criteria.</li> </ul> <p>Teaching Strategies/Materials: Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

<p>evaluate musical works or performances.</p> <p><b>1.3A.8.Re9a:</b> Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.</p>	<p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -          NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.          NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Mathematics/Technology          -8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>21<sup>st</sup> Century Skills --          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>Unit Resources:</p>	

- Websites:
  - o <https://why.pbslearningmedia.org/subjects/the-arts/music/>
  - o [https://joynrmusic.org/play/?qclid=CjwKCAiw4KyJBhAbEiwAaAQbE9yGWP3-MBBzklUk4c2sNbI7bBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD\\_BwE](https://joynrmusic.org/play/?qclid=CjwKCAiw4KyJBhAbEiwAaAQbE9yGWP3-MBBzklUk4c2sNbI7bBM1jh1VUMLLZupprmKizdGGOcGZhoCJxsQAvD_BwE)
  - o [https://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://www.classicsforkids.com/games/compose_your_own_music.php)
  - o [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - o <https://www.youtube.com/watch?v=TWGXITWhA08> -climate change
  - o <https://www.youtube.com/watch?v=OgTmoHtO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literatureClass Webs
- Presentations
- Collaboration
- Projects
- RubricsUnit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Music	Grade Level: 6-8
Unit 4: Connecting to Music	Pacing: 7-8 classes



Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How do musicians make meaningful connections to creating, performing, and responding?</li> <li>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? (such as climate change)</li> </ul>	<p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond.</p> <p>Musicians connect their personal interests, experiences, ideas, and knowledge to create, perform, and respond. (such as climate change)</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.3A.8.Cn10a:</b> Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.</p> <p><b>1.3A.8.Cn11a:</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Students will be able to interconnect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding and including climate change.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

	<p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -            NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.            NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>Mathematics/Technology            -8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).</p> <p>21<sup>st</sup> Century Skills –            9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.            9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <p>Unit Resources:</p>	

- Websites:
  - <https://why.pbslearningmedia.org/subjects/the-arts/music/>
  - [https://joyrxmusic.org/play/?qclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VJUMLLZupprmKizdGGOcGZhoCJxsQAvD BwEhttps://www.classicsforkids.com/games/compose\\_your\\_own\\_music.php](https://joyrxmusic.org/play/?qclid=CjwKCAjw4KyJBhAbEiwAaAQbE9yGWP3-MBBzkLuK4o2sNbI7bfBM1jh1VJUMLLZupprmKizdGGOcGZhoCJxsQAvD BwEhttps://www.classicsforkids.com/games/compose_your_own_music.php)
  - [https://www.youtube.com/watch?v=k3yL\\_1L85Mk](https://www.youtube.com/watch?v=k3yL_1L85Mk) -climate change
  - <https://www.youtube.com/watch?v=IGWXITVWhA08> -climate change
  - <https://www.youtube.com/watch?v=OgTmoHtO4fs> -climate change

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test



## THEATRE

Theatre is a collaborative art form which combines words, voice, movement and visual elements to express meaning. The field of theatre encompasses not only live improvised and scripted work, but also dramatic forms such as film, television and other electronic media. Due to the increasingly pervasive influence of contemporary theatrical media, theatre has enormous importance in citizens' lives. Theatre is about the examination and resolution of fundamental human issues, and is built on understanding and presenting interactions between people. Theatre work provides a vehicle for students to reflect on important aspects of life, in the process developing their sensitivity to and deepening their understanding of others' points of view. The broad, worldwide base of theatrical literature or repertoire ranges from classical forms such as Japanese Kabuki and Shakespeare, to folk forms such as traditional puppetry, to contemporary forms such as animated cartoons and movies. Quality theatre education is similarly broad-based, extending beyond the teaching of acting to develop students' abilities in areas ranging from technical theatre to directing, and from researching the cultural and historical context of repertoire to creating their own improvised or scripted works. Theatre includes creative writing, improvising and writing scripts; expressive public speaking, media literacy, theatrical production and interpretation; and other key communication skills as part of their basic K-12 language arts curriculum.

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: K-2
Unit 1: Creating Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>• How, when, and why do theatre artists' choices change?</li> <li>• How do theatre artists transform and edit their initial ideas?</li> </ul>	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p>
NJSL-S Standards	Classroom Applications
<p><b>1.4.2.Cr1a:</b> Propose potential character choices and plot details in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr1b:</b> Collaborate with peers to conceptualize props, costumes and scenery in a guided drama experience (e.g.,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to rely on intuition, curiosity, and critical inquiry.</li> <li>• Students will be able to work to discover different ways of communicating meaning.</li> <li>• Students will be able to refine their work and practice their craft through rehearsal.</li> </ul>

<p>process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr1c:</b> Identify ways in which voice, gestures, movements, and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr2a:</b> Contribute to the development of a sequential plot; collaborate with peers to devise a meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr2b:</b> Contribute original ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr3a:</b> With prompting and support, contribute to the adaptation of plot and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cr3b:</b> Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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<p><b>1.4.2.Cr3c:</b> Independently imagine multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama) and collaboratively create multiple representations of an object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	
<p>Connections to other content areas, including 2<sup>1st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>Unit Resources:</p> <ul style="list-style-type: none"> <li>● Websites: <ul style="list-style-type: none"> <li>○ <a href="https://whyy.pbslearningmedia.org/subjects/the-arts/theater/https://www.youtube.com/watch?v=RddigkRRj-w">https://whyy.pbslearningmedia.org/subjects/the-arts/theater/https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>○ <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> <li>○ <a href="https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsrDUpCH0sVbgm0WrxQaAqBGEALw_wcB">https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsrDUpCH0sVbgm0WrxQaAqBGEALw_wcB</a></li> <li>○ <a href="https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975">https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975</a></li> <li>○ <a href="https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3">https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3</a></li> </ul> </li> </ul>	



Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: K-2
Unit 2: Performing Theatre	Pacing: 7-8 Classes
<p data-bbox="428 1759 461 2045">Essential Questions</p> <ul style="list-style-type: none"> <li data-bbox="509 1612 613 2045">● How do theatre artists fully prepare a performance or design?</li> <li data-bbox="656 1625 792 2045">● How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li data-bbox="834 1596 938 2045">● What happens when theatre artists and audiences share creative experiences?</li> </ul>	<p data-bbox="428 1171 461 1528">Enduring Understandings</p> <p data-bbox="509 373 542 1528">Theatre artists develop personal processes and skills for a performance or design.</p> <p data-bbox="656 840 688 1528">Theatre artists make choices to convey meaning.</p> <p data-bbox="834 302 906 1528">Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
<p data-bbox="1024 1780 1057 2045">NJSL-S Standards</p> <p data-bbox="1062 1562 1312 2045"><b>1.4.2.Pr4a:</b> With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).</p> <p data-bbox="1321 1570 1386 2045"><b>1.4.2.Pr4b:</b> Explore and experiment with various technical</p>	<p data-bbox="1024 1192 1057 1528">Classroom Applications</p> <p data-bbox="1062 1373 1094 1528">Objectives:</p> <ul style="list-style-type: none"> <li data-bbox="1143 394 1208 1381">● Students will be able to develop personal processes and skills for a performance or design.</li> <li data-bbox="1250 525 1282 1381">● Students will be able to make choices to convey meaning.</li> </ul>

<p>elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Pr5a:</b> With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Pr5b:</b> Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Pr6a:</b> Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.</p>	<ul style="list-style-type: none"> <li>Students will be able to through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	

21<sup>st</sup> Century Skills – 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Unit Resources:

- Websites:
  - <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
  - <https://www.youtube.com/watch?v=RddigkRRj-w>
  - <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
  - [https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDkisLdQQ05NE0PsRDupCH0sVbgm0WrxQaAgBGEALw\\_wcB](https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDkisLdQQ05NE0PsRDupCH0sVbgm0WrxQaAgBGEALw_wcB)
  - <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
  - <https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class WebsPresentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: K-2
Unit 3: Responding to Theatre	Pacing: 7-8 Classes
<p data-bbox="430 1759 462 2045">Essential Questions</p> <ul style="list-style-type: none"> <li data-bbox="509 1570 651 2045">● How do theatre artists comprehend the essence of drama processes and theatre Experiences?</li> <li data-bbox="691 1570 797 2045">● How can the same work of art communicate different messages to different people?</li> <li data-bbox="837 1570 979 2045">● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> </ul>	<p data-bbox="430 1167 462 1528">Enduring Understandings</p> <p data-bbox="542 407 613 1528">Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p data-bbox="691 407 763 1528">Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p data-bbox="837 281 870 1528">Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>
<p data-bbox="1026 1776 1058 2045">NJSL-S Standards</p> <p data-bbox="1065 1570 1317 2045"><b>1.4.2.Re7a:</b> Express emotional responses to characters to recall and recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p data-bbox="1323 1570 1388 2045"><b>1.4.2.Re8a:</b> With prompting and support, actively engage and</p>	<p data-bbox="1026 1192 1058 1528">Classroom Applications</p> <p data-bbox="1065 1369 1097 1528">Objectives:</p> <ul style="list-style-type: none"> <li data-bbox="1138 235 1209 1381">● Students will be able to reflect and understand the impact of drama processes and theatre experiences.</li> <li data-bbox="1250 260 1321 1381">● Students will be able to create interpretations of drama/theatre work that are influenced by personal experiences and aesthetics.</li> </ul>

<p>build on others' ideas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Re8b:</b> Identify and use props and costumes that might be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Re8c:</b> Compare and contrast how characters respond to challenges in a guided drama experience (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Re9a:</b> With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.</p> <p><b>1.4.2.Re9b:</b> With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process</p>	<ul style="list-style-type: none"> <li>• Students will be able to apply criteria to investigate, explore, and assess drama and theatre work.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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<p>drama, story drama, creative drama).</p> <p><b>1.4.2.Re9c:</b> Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).</p>	
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELALiteracy -</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	
<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>● Websites: <ul style="list-style-type: none"> <li>○ <a href="https://why.pbslearningmedia.org/subjects/the-arts/theater/">https://why.pbslearningmedia.org/subjects/the-arts/theater/</a></li> <li>○ <a href="https://www.youtube.com/watch?v=RddigkRRj-w">https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>○ <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> <li>○ <a href="https://www.broadway.com/?gclid=Cj0KCQjwq7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGELw_wcB">https://www.broadway.com/?gclid=Cj0KCQjwq7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGELw_wcB</a></li> <li>○ <a href="https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975">https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975</a></li> <li>○ <a href="https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3">https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3</a></li> </ul> </li> </ul>	

Unit Assessment Opportunities:

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- Lesson Check
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- Chapter Test



## Performing Arts Curriculum Guide

Subject: Theatre	Grade Level: K-2
Unit 4: Connecting to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?</li> <li>• What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</li> <li>• How can theatre artists convey information and ideas about global issues, including climate change, through their work?</li> </ul>	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p> <p>Global issues, including climate change, can be expressed through theatre productions.</p>
NJSL-S Standards	Classroom Applications
<p><b>1.4.2.Cn10a:</b> With prompting and support, identify similarities between characters in dramatic play or a guided drama</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to incorporate awareness of interrelationships between self and others to inform their work</li> </ul>

<p>experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).</p> <p><b>1.4.2.Cn11a:</b> With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.</p> <p><b>1.4.2.Cn11b:</b> Collaborate on the creation of a short scene based on personal perspectives and understanding.</p>	<ul style="list-style-type: none"> <li>• Students will be able to create and experience personal experiences and knowledge that are synthesized to interpret meaning and analyze the way in which the world may be understood.</li> <li>• Students will be able to create works that convey messages regarding global issues such as climate change.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p>	

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

21<sup>st</sup> Century Skills –

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

Unit Resources:

- Websites:
  - o <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
  - o <https://www.youtube.com/watch?v=RddigkRRj-w>
  - o <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
  - o [https://www.broadway.com/?qclid=Cj0KCQjwg7KjBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw\\_wcB](https://www.broadway.com/?qclid=Cj0KCQjwg7KjBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw_wcB)
  - o <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
  - o <https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre

Grade Level: 3-5

<p><b>Unit 1: Creating Theatre</b></p> <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>• How, when, and why do theatre artists' choices change?</li> <li>• How do theatre artists transform and edit their initial ideas?</li> </ul>	<p><b>Pacing:</b> 7-8 Classes</p> <p><b>Enduring Understandings</b></p> <p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.4.5.Cr1a:</b> Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.</p> <p><b>1.4.5.Cr1b:</b> Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to rely on intuition, curiosity, and critical inquiry.</li> <li>• Students will be able to work to discover different ways of communicating meaning.</li> <li>• Students will be able to refine their work and practice their craft through rehearsal.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

<p><b>1.4.5.Cr1c:</b> Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre</p> <p><b>1.4.5.Cr2a:</b> Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.</p> <p><b>1.4.5.Cr2b:</b> Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.</p> <p><b>1.4.5.Cr3a:</b> Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.</p> <p><b>1.4.5.Cr3b:</b> Use and adapt sounds and movements in a guided drama experience.</p> <p><b>1.4.5.Cr3c:</b> Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>	<p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p><b>Differentiation Strategies/Modifications:</b></p> <p><b>SWD/ Students at risk of failure:</b> 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p><b>Gifted/Enrichment:</b> computer-based research, high level task, class presentation</p> <p><b>ELL:</b> vocabulary support</p>
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Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

21<sup>st</sup> Century Skills --

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit Resources:

- Websites:
  - o <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
  - o <https://www.youtube.com/watch?v=RddlgkRRi-w>
  - o <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
  - o [https://www.broadway.com/?gclid=Cj0KCQiwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqTBDikisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw\\_wcB](https://www.broadway.com/?gclid=Cj0KCQiwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqTBDikisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw_wcB)
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 3-5
Unit 2: Performing Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings



<ul style="list-style-type: none"> <li>● How do theatre artists fully prepare a performance or design?</li> <li>● How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>● What happens when theatre artists and audiences share creative experiences?</li> </ul>	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists make choices to convey meaning.</p> <p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.4.5.Pr4a:</b> Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p> <p><b>1.4.5.Pr4b:</b> Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.</p> <p><b>1.4.5.Pr5a:</b> Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.</p> <p><b>1.4.5.Pr5b:</b> Physically and intellectually investigate how movement and vocal choices are</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to develop personal processes and skills for a performance or design.</li> <li>● Students will be able to make choices to convey meaning.</li> <li>● Students will be able to through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

<p>incorporated and make meaning in drama/theatre work.</p> <p><b>1.4.5.Pr6a:</b> Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.</p>	<p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites: <ul style="list-style-type: none"> <li>o <a href="https://why.pbslearningmedia.org/subjects/the-arts/theater/">https://why.pbslearningmedia.org/subjects/the-arts/theater/</a></li> <li>o <a href="https://www.youtube.com/watch?v=RddigkRRj-w">https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>o <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> <li>o <a href="https://www.broadway.com/?gclid=Cj0KCQIwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeagITBDIkisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB">https://www.broadway.com/?gclid=Cj0KCQIwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeagITBDIkisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB</a></li> <li>o <a href="https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975">https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975</a></li> <li>o <a href="https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3">https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3</a></li> </ul> </li> </ul>

Unit Assessment Opportunities:

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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 3-5
Unit 3: Responding to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <li>• How do theatre artists comprehend the essence of drama processes and theatre Experiences?</li> <li>• How can the same work of art communicate different messages to different people?</li> <li>• How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> </ul>	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.4.5.Re7a:</b> Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.</p> <p><b>1.4.5.Re8a:</b> Develop and implement a plan to evaluate drama/theatre work.</p> <p><b>1.4.5.Re2b:</b> Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.</p> <p><b>1.4.5.Re8c:</b> Evaluate and analyze how a character's choices and</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to reflect and understand the impact of drama processes and theatre experiences.</li> <li>• Students will be able to create interpretations of drama/theatre work that are influenced by personal experiences and aesthetics.</li> <li>• Students will be able to apply criteria to investigate, explore, and assess drama and theatre work.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

<p>character's circumstances impact an audience's perspective in a drama/theatre work.</p> <p><b>1.4.5.Re9a:</b> Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.</p> <p><b>1.4.5.Re9b:</b> Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.</p> <p><b>1.4.5.Re9c:</b> Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.</p>	<p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	

### Unit Resources:

- Websites:
  - <https://why.pbslearningmedia.org/subjects/the-arts/theater/>
  - <https://www.youtube.com/watch?v=RddigkRRj-w>
  - <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
  - [https://www.broadway.com/?gclid=Cj0KCQiwq7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw\\_wcB](https://www.broadway.com/?gclid=Cj0KCQiwq7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0WrxQaAqBGEALw_wcB)
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### Unit Assessment Opportunities:

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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 3-5
Unit 4: Connecting Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?</li>   <li>• What happens when theatre artists allow an understanding of</li> </ul>	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p>

<p>themselves and the world to inform perceptions about theatre and the purpose of their work?</p> <ul style="list-style-type: none"> <li>• How can theatre artists convey information and ideas about global issues, including climate change, through their work?</li> </ul>	<p>Global issues, including climate change, can be expressed through theatre productions.</p>
<p><b>NJSL-S Standards</b></p> <p><b>1.4.5.Cn10a:</b> Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.</p> <p><b>1.4.5.Cn11a:</b> Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.</p> <p><b>1.4.5.Cn11b:</b> Compare the drama/theatre conventions of a given time period with those of the present.</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to incorporate awareness of interrelationships between self and others to inform their work</li> <li>• Students will be able to create and experience personal experiences and knowledge that are synthesized to interpret meaning and analyze the way in which the world may be understood.</li> <li>• Students will be able to create works that convey messages regarding global issues such as climate change.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>



	<p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy -</p> <p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>21<sup>st</sup> Century Skills –</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	
<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites: <ul style="list-style-type: none"> <li>o <a href="https://whyy.pbslearningmedia.org/subjects/the-arts/theater/">https://whyy.pbslearningmedia.org/subjects/the-arts/theater/</a></li> <li>o <a href="https://www.youtube.com/watch?v=RddigkRRj-w">https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>o <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> <li>o <a href="https://www.broadway.com/?gclid=Cj0KCQIwq7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB">https://www.broadway.com/?gclid=Cj0KCQIwq7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB</a></li> <li>o <a href="https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975">https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975</a></li> </ul> </li> </ul>	

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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 1: Creating Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?</li> <li>● How, when, and why do theatre artists' choices change?</li> <li>● How do theatre artists transform and edit their initial ideas?</li> </ul>	<p>Theatre artists rely on intuition, curiosity, and critical inquiry.</p> <p>Theatre artists work to discover different ways of communicating meaning.</p> <p>Theatre artists refine their work and practice their craft through rehearsal.</p>

NJSL-S Standards	Classroom Applications
<p><b>1.4.8.Cr1a:</b> Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.</p> <p><b>1.4.8.Cr1b:</b> Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.</p> <p><b>1.4.8.Cr1c:</b> Explore, describe and develop given circumstances of a scripted or improvised character in a theatrical work.</p> <p><b>1.4.8.Cr2a:</b> Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work.</p> <p><b>1.4.8.Cr2b:</b> Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.</p> <p><b>1.4.8.Cr3a:</b> Demonstrate focus and concentration in the rehearsal process by analyzing and refining</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to rely on intuition, curiosity, and critical inquiry.</li> <li>• Students will be able to work to discover different ways of communicating meaning.</li> <li>• Students will be able to refine their work and practice their craft through rehearsal.</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>

<p>choices in a devised or scripted theatre performance.</p> <p><b>1.4.8.Cr3b:</b> Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.</p> <p><b>1.4.8.Cr3c:</b> Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.</p>	
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p> <p>ELA/Literacy-          NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.          NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.          NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>21<sup>st</sup> Century Skills –          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	
<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites:             <ul style="list-style-type: none"> <li>o <a href="https://whyy.pbslearningmedia.org/subjects/the-arts/theater/">https://whyy.pbslearningmedia.org/subjects/the-arts/theater/</a></li> <li>o <a href="https://www.youtube.com/watch?v=RddigkRRj-w">https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>o <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> </ul> </li> </ul>	

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- o <https://www.routledgeperformancearchive.com/take-a-tour>

#### Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 2: Performing Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do theatre artists fully prepare a performance or design?</li> <li>● How do theatre artists use tools and techniques to communicate ideas and feelings?</li> <li>● What happens when theatre artists and audiences share creative experiences?</li> </ul>	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists make choices to convey meaning.</p> <p>Theatre artists, through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</p>
NJSL-S Standards	Classroom Applications

<p><b>1.4.8.Pr4a:</b> Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.</p> <p><b>1.4.8.Pr4b:</b> Use a variety of technical elements to create a design for a rehearsal or theatre production.</p> <p><b>1.4.8.Pr5a:</b> Examine how character relationships assist in telling the story of devised or scripted theatre work.</p> <p><b>1.4.8.Pr5b:</b> Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.</p> <p><b>1.4.8.Pr6a:</b> Perform a rehearsed theatrical work for an audience</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to develop personal processes and skills for a performance or design.</li> <li>• Students will be able to make choices to convey meaning.</li> <li>• Students will be able to through a shared creative experience with an audience, present stories, ideas, and envisioned worlds to explore the human experience.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p><b>Differentiation Strategies/Modifications:</b></p> <p><b>SWD/ Students at risk of failure:</b> 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p><b>Gifted/Enrichment:</b> computer-based research, high level task, class presentation</p> <p><b>ELL:</b> vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p>	



<p>ELA/Literacy-        NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.        NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.        NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>21<sup>st</sup> Century Skills –        9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.        9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites:           <ul style="list-style-type: none"> <li>o <a href="https://why.pbslearningmedia.org/subjects/the-arts/theater/">https://why.pbslearningmedia.org/subjects/the-arts/theater/</a></li> <li>o <a href="https://www.youtube.com/watch?v=RddigkRRj-w">https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>o <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> <li>o <a href="https://www.broadway.com/?gclid=Cj0KCQjwg7KjBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB">https://www.broadway.com/?gclid=Cj0KCQjwg7KjBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDikisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB</a></li> <li>o <a href="https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975">https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975</a></li> <li>o <a href="https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3">https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3</a></li> <li>o <a href="https://www.routledgeperformancearchive.com/take-a-four">https://www.routledgeperformancearchive.com/take-a-four</a></li> </ul> </li> </ul>
<p>Unit Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Journal Entries and Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Comprehension Checks in literature</li> <li>• Class Webs</li> <li>• Presentations</li> <li>• Collaboration</li> <li>• Projects</li> <li>• Rubrics</li> </ul>	

<ul style="list-style-type: none"> <li>● Unit Test</li> <li>● Lesson Check</li> <li>● Lesson Quiz</li> <li>● Performance Expectations Activities</li> <li>● Chapter Test</li> </ul>
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 3: Responding to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do theatre artists comprehend the essence of drama processes and theatre Experiences?</li> <li>● How can the same work of art communicate different messages to different people?</li> <li>● How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?</li> </ul>	<p>Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.</p> <p>Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.</p>
NJSL-S Standards	Classroom Applications

<p><b>1.4.8.Re7a:</b> Describe and record personal reactions to artistic choices in a theatrical work.</p> <p><b>1.4.8.Re7b:</b> Compare recorded personal and peer reactions to artistic choices in a theatrical work.</p> <p><b>1.4.8.Re8a:</b> Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.</p> <p><b>1.4.8.Re8b:</b> Justify the aesthetic choices created through the use of production elements in a theatrical work.</p> <p><b>1.4.8.Re8c:</b> Assess the impact of a theatrical work on a specific audience.</p> <p><b>1.4.8.Re9a:</b> Analyze how personal experiences affect artistic choices in a theatrical work.</p> <p><b>1.4.8.Re9b:</b> Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.</p> <p><b>1.4.8.Re9c:</b> Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work.</p>	<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to reflect and understand the impact of drama processes and theatre experiences.</li> <li>• Students will be able to create interpretations of drama/theatre work that are influenced by personal experiences and aesthetics.</li> <li>• Students will be able to apply criteria to investigate, explore, and assess drama and theatre work.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p><b>Materials:</b> Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p><b>Differentiation Strategies/Modifications:</b></p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
<p>Connections to other content areas, including 21<sup>st</sup> Century Skills:</p>	

<p>ELA/Literacy-          NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.          NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.          NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>21<sup>st</sup> Century Skills –          9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.          9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>	<p>Unit Resources:</p> <ul style="list-style-type: none"> <li>• Websites:             <ul style="list-style-type: none"> <li>o <a href="https://whyy.pbslearningmedia.org/subjects/the-arts/theater/">https://whyy.pbslearningmedia.org/subjects/the-arts/theater/</a></li> <li>o <a href="https://www.youtube.com/watch?v=RddigkRRj-w">https://www.youtube.com/watch?v=RddigkRRj-w</a></li> <li>o <a href="https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm">https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm</a></li> <li>o <a href="https://www.broadway.com/?gclid=Cj0KCQIwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB">https://www.broadway.com/?gclid=Cj0KCQIwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsRDupCH0sVbgm0VrxQaAqBGEALw_wcB</a></li> <li>o <a href="https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975">https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975</a></li> <li>o <a href="https://www.routledgeperformancearchive.com/take-a-four">https://www.routledgeperformancearchive.com/take-a-four</a></li> <li>o <a href="https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3">https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3</a></li> </ul> </li> </ul>	<p>Unit Assessment Opportunities:</p> <ul style="list-style-type: none"> <li>• Journal Entries and Response Sheets</li> <li>• Observations, Questioning, and discussions</li> <li>• Comprehension Checks in literature</li> <li>• Class Webs</li> <li>• Presentations</li> <li>• Collaboration</li> <li>• Projects</li> <li>• Rubrics</li> </ul>
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<ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Lesson Check</li> <li>• Lesson Quiz</li> <li>• Performance Expectations Activities</li> <li>• Chapter Test</li> </ul>
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Theatre	Grade Level: 6-8
Unit 4: Connecting to Theatre	Pacing: 7-8 Classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility and the exploration of empathy?</li> <li>• What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</li> </ul>	<p>Theatre artists allow awareness of interrelationships between self and others to inform their work.</p> <p>As theatre is created and experienced, personal experiences and knowledge are synthesized to interpret meaning and analyze the way in which the world may be understood.</p> <p>Global issues, including climate change, can be expressed through theatre productions.</p>

<ul style="list-style-type: none"> <li>• How can theatre artists convey information and ideas about global issues, including climate change, through their work?</li> </ul>	
<p><b>NJSLS Standards</b></p> <p><b>1.4.8.Cn10a:</b> Examine a community issue through multiple perspectives in a theatrical work.</p> <p><b>1.4.8.Cn11b:</b> Identify and examine artifacts from a time period and geographic location to better understand performance and design choices in a theatrical work.</p>	<p><b>Classroom Applications</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to incorporate awareness of interrelationships between self and others to inform their work</li> <li>• Students will be able to create and experience personal experiences and knowledge that are synthesized to interpret meaning and analyze the way in which the world may be understood.</li> <li>• Students will be able to create works that convey messages regarding global issues such as climate change.</li> </ul> <p><b>Teaching Strategies/Materials:</b></p> <p><b>Lesson Structure:</b> Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p><b>Strategies:</b> Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>

	<p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications:</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>
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- o <https://lifestyle.howstuffworks.com/crafts/seasonal/theatre-activities-for-kids.htm>
- o [https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsrDupCH0sVbgm0WrxQaAgBGEALw\\_wcB](https://www.broadway.com/?gclid=Cj0KCQjwg7KJBhDyARIsAHrAXaEMch5-7nIC1zLMMeaqITBDIkisLdQ05NE0PsrDupCH0sVbgm0WrxQaAgBGEALw_wcB)
- o <https://www.playbill.com/person/disney-theatrical-productions-vault-0000013975>
- o <https://www.thebushwickstarr.org/bgt-at-home-climate-change-activity#3>
- o <https://www.routledgeperformancearchive.com/take-a-tour>

#### Unit Assessment Opportunities:

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