

**HAMPTON BOROUGH PUBLIC SCHOOL**

**MUSIC CURRICULUM**

**KINDERGARTEN THROUGH EIGHTH GRADE**

**Board of Education Approval: April 16, 2013  
(Originally Adopted: February 16, 2010)**

***I*=Introduce**

***D*=Develop**

***M*=Master**

**HAMPTON BOROUGH PUBLIC SCHOOL**

**MUSIC  
CURRICULUM GUIDE**

**K-8**

**ACKNOWLEDGEMENTS**

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**MUSIC**

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AFFIRMATIVE ACTION STATEMENT

It is the policy of the Board of Education to provide equal employment and educational opportunities regardless of race, color, creed, religion, sex, ancestry, national origin, place of residence, social or economic condition, or non-applicable handicap.

Affirmative Action Office:

Alice Burtnick  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

ADAPTATIONS FOR SPECIAL EDUCATION STATEMENT

Although this curriculum guide has been developed for general education delivery, the knowledge, skills, attitudes, and behaviors identified are appropriate for the special education pupils in Hampton Public School. Modifications necessary to accommodate the education needs of individual pupil's handicaps will be described in the Individualized Educational Program (IEP). They are on file at:

Office of Special Services  
c/o Hampton School  
32-41 South Street  
Hampton, NJ 08827  
(908) 537-4101

## STATEMENT OF INTENT

### 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:** An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally.
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities.
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century.
- Understands and impacts an increasingly complex technological society.

## INTENT AND SPIRIT OF THE VISUAL AND PERFORMING ARTS STANDARDS

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the National Standards for Arts Education. Equitable access to arts instruction is achieved when the four arts 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 expectation of the New Jersey arts standards is that all students communicate at a basic level in each of the four arts disciplines by the end of fifth grade, using the vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline in a developmentally appropriate manner. Beginning in grade 6, student instruction in the arts is driven by specialization, with students choosing one of the four arts disciplines based on their interests, aptitudes, and career aspirations. By the end of grade 12, students are expected to communicate proficiently in one or more arts disciplines of their choice. By graduation from secondary school, all students should, in at least one area of specialization, be able to:

- Define and solve artistic problems with insight, reason, and technical proficiency.
- Develop and present basic analyses of works of art from structural, historical, cultural, and aesthetic perspectives.
- Call upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods.
- Relate various types of arts knowledge and skills within and across the arts disciplines by mixing and matching competencies and understandings in art-making, history, culture, and analysis in any arts-related projects.

## NEW JERSEY CORE CURRICULUM CONTENT STANDARDS VISUAL AND PERFORMING ARTS

This organization of the 2009 visual and performing arts standards reflects the critical importance of locating the separate arts disciplines (dance, music, theatre, and visual art) as one common body of knowledge and skills, while still pointing to the unique requirements of individual disciplines. There are four visual and performing arts standards, as follows.

**Standards 1.1 and 1.2**, respectively, articulate required knowledge and skills concerning the elements and principles of the arts, as well as arts history and culture. Together, the two standards forge a corollary to the NAEP Arts process of *creating*. Standard 1.1 includes four strands, one for each of the arts disciplines: A. Dance, B. Music, C. Theatre, and D. Visual Art; standard 1.2 includes a single strand: A. History of the Arts and Culture.

**Standard 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**Standard 1.2 History of the Arts and Culture:** All students will understand the role, development, and influence of the arts throughout history and across cultures.

**Standard 1.3** is rooted in arts performance and thus stands as a corollary to the NAEP Arts process of *performing/interpreting*. Like Standard 1.1, standard 1.3 is made up of four arts-specific strands: A. Dance, B. Music, C. Theatre, and D. Visual Art.

**Standard 1.3 Performing:** All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

**Standard 1.4** addresses two ways students may respond to the arts, including (1) the study of aesthetics and (2) the application of methodologies for critique. Standard 1.4 provides a corollary to the NAEP Arts process of responding. This standard pertains to all four arts disciplines, and is comprised of two strands related to the mode of response: A. Aesthetic Responses and B. Critique Methodologies.

**Standard 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

## PROFICIENCY LEVELS AND GRADE BAND CLUSTERS

The grade-band clusters for the 2009 visual and performing arts standards correspond to new federal definitions of elementary and secondary education, which may have implications for instructional delivery according to licensure. The expectations for student achievement increase across the grade band clusters as follows:

- **Preschool:** All students should be given broad-based exposure to, and be provided opportunities for exploration in, each of the four arts disciplines. The goal is that preschool students attain foundational skills that progress toward basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level arts standards, as developmentally appropriate.
- **Grades K-2 and 3-5:** All students in grades K-5 are given broad-based exposure to, and are provided opportunities for participation in, each of the four arts disciplines. The expectation at this level is that all students attain basic literacy in the content knowledge and skills delineated in the K-2 and 3-5 grade-level standards for the arts.
- **Grades 6-8:** In grades 6-8, student instruction focuses on one of the four arts disciplines, as directed by choice. The expectation at this level is that all students demonstrate competency in the content knowledge and skills delineated for the selected arts discipline.
- **Grades 9-12:** Throughout secondary school, student instruction continues to focus on one of the four arts disciplines, as chosen by the student. By the end of grade 12, all students demonstrate proficiency in at least one chosen arts discipline by meeting or exceeding the content knowledge and skills delineated in the arts standards.

## TEACHING THE STANDARDS: CERTIFICATION AND HIGHLY QUALIFIED ARTS EDUCATORS

The visual and performing arts are considered a “core” subject under the federal *No Child Left Behind Act* (NCLB-2001). Therefore, all visual and performing arts teachers must meet the “Highly Qualified Teachers” standards within their certificated arts discipline(s). State licensure is the initial gatekeeper for highly qualified status.

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## RESOURCES

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- Consortium of National Arts Education Associations. (1994). National standards for arts education: What every young American should know and be able to do in the arts. Reston, VA: Music Educators National Conference. Online: <http://artsedge.kennedy-center.org/teach/standards/>*
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- Kendall, J. S., & Marzano, R. J. (2000). Content knowledge: A compendium of standards and benchmarks for K-12 education (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.*
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- National Center on Education and the Economy. (2007). Tough choices or tough times: The report of the New Commission on the Skills of the American Workforce. San Francisco: John Wiley & Sons. Online [executive summary]: [http://www.skillscommission.org/pdf/exec\\_sum/ToughChoices\\_EXECSUM.pdf](http://www.skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.pdf)*
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- New Jersey State Department of Education. (2004). New Jersey visual & performing arts curriculum framework. Trenton, NJ: Author.*
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<b>KINDERGARTEN</b>				
<b>By the end of Kindergarten, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.1 THE CREATIVE PROCESS:</b>				
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1	<b>X</b>		
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2	<b>X</b>		
Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	1.1.2.B.3	<b>X</b>		
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.2 HISTORY OF THE ARTS AND CULTURE:</b>				
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.2.2.A.1	<b>X</b>		
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	1.2.2.A.2	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.3 PERFORMANCE:</b>				
Sing a variety of songs with expression, independently and with others.	1.3.P.A.1			<b>X</b>
Use a variety of musical instruments to create music, alone and/or with others using different beats, tempos, dynamics and interpretations.	1.3.P.A.2			<b>X</b>
Clap or sing songs with repetitive phrases and rhythmic patterns.	1.3.P.A.3			<b>X</b>
Listen to, imitate, and improvise sounds, patterns, or songs.	1.3.P.A.4			<b>X</b>
Participate in and listen to music from a variety of cultures and times.	1.3.P.A.5			<b>X</b>
Recognize and name a variety of music elements using appropriate music vocabulary.	1.3.P.A.6			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4 AESTHETIC RESPONSES &amp; CRITIQUE METHODOLOGIES</b>				
Describe feelings and reactions in response to a creative movement/dance performance.	1.4.P.A.1			<b>X</b>
Describe feelings and reactions in response to diverse musical genres and styles.	1.4.P.A.2			<b>X</b>
Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.	1.4.P.A.3			<b>X</b>

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Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.	1.4.P.A.4			<b>X</b>
Begin to demonstrate appropriate audience skills during creative movement and dance performances.	1.4.P.A.5			<b>X</b>
Begin to demonstrate appropriate audience skills during recordings and music performances.	1.4.P.A.6			<b>X</b>
Begin to demonstrate appropriate audience skills during storytelling and performances.	1.4.P.A.7			<b>X</b>

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<b>GRADE 1</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 1, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.1 The Creative Process:</b>				
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1		<b>X</b>	
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2		<b>X</b>	
Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	1.1.2.B.3		<b>X</b>	
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.2 History of the Arts and Culture:</b>				
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.2.2.A.1		<b>X</b>	
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	1.2.2.A.2		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.3 Performance:</b>				
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	1.3.2.B.1		<b>X</b>	
Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	1.3.2.B.2		<b>X</b>	
Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	1.3.2.B.3		<b>X</b>	
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4		<b>X</b>	
Improvise short tonal and rhythmic patterns over <u>ostinatos</u> , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.	1.3.2.B.5		<b>X</b>	
Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	1.3.2.B.6		<b>X</b>	
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7		<b>X</b>	

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<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4.A Aesthetic Responses:</b>				
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).	1.4.2.A.1		<b>X</b>	
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	1.4.2.A.2		<b>X</b>	
Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	1.4.2.A.3		<b>X</b>	
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	1.4.2.A.4		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4.B Critique Methodologies</b>				
Observe the basic arts elements in performances and exhibitions and used them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	1.4.2.B.1		<b>X</b>	
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2		<b>X</b>	
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3		<b>X</b>	

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<b>GRADE 2</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 2, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.1 The Creative Process:</b>				
Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.	1.1.2.B.1			<b>X</b>
Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.	1.1.2.B.2			<b>X</b>
Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.	1.1.2.B.3			<b>X</b>
Categorize families of instruments and identify their associated musical properties.	1.1.2.B.4			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.2 History of the Arts and Culture</b>				
Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.	1.2.2.A.1			<b>X</b>
Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.	1.2.2.A.2			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.3 Performance:</b>				
Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.	1.3.2.B.1			<b>X</b>
Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.	1.3.2.B.2			<b>X</b>
Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.	1.3.2.B.3			<b>X</b>
Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.	1.3.2.B.4			<b>X</b>
Improvise short tonal and rhythmic patterns over <u>ostinatos</u> , and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas	1.3.2.B.5			<b>X</b>
Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.	1.3.2.B.6			<b>X</b>
Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.	1.3.2.B.7			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b>				
Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender,	1.4.2.A.1			<b>X</b>

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age, absence or presence of training, style, etc.).				
Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.	1.4.2.A.2			<b>X</b>
Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).	1.4.2.A.3			<b>X</b>
Distinguish patterns in nature found in works of dance, music, theatre, and visual art.	1.4.2.A.4			<b>X</b>
<b>OBJECTIVES AND SKILLS</b> <b>1.4.B Critique Methodologies</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Observe the basic arts elements in performances and exhibitions and used them to formulate objective assessments of artworks in dance, music, theatre, and visual art.	1.4.2.B.1			<b>X</b>
Apply the principles of positive critique in giving and receiving responses to performances.	1.4.2.B.2			<b>X</b>
Recognize the making subject or theme in works of dance, music, theatre, and visual art.	1.4.2.B.3			<b>X</b>

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<b>GRADE 3</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 3, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.1 The Creative Process:</b>				
Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1	<b>X</b>		
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions and differentiate basic structures	1.1.5.B.2	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.2 History of the Arts and Culture:</b>				
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1	<b>X</b>		
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2	<b>X</b>		
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.3 Performance</b>				
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter	1.3.5.B.1	<b>X</b>		
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2	<b>X</b>		
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3	<b>X</b>		
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	1.3.5.B.4	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4.A Aesthetic Responses</b>				
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1	<b>X</b>		
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	1.4.5.A.2	<b>X</b>		
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4.B Critique Methodologies:</b>				
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	1.4.5.B.1	<b>X</b>		
Use evaluative tools, such as rubrics, for self-assessment and to appraise the	1.4.5.B.2	<b>X</b>		

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objectivity of critiques by peers.				
Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	1.4.5.B.3	<b>X</b>		
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4	<b>X</b>		
Define technical proficiency, using the elements of the arts and principles of design	1.4.5.B.4	<b>X</b>		
Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	1.4.5.B.5	<b>X</b>		

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<b>GRADE 4</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 4, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.1 The Creative Process:</b>				
Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1		<b>X</b>	
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions and differentiate basic structures.	1.1.5.B.2		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.2 History of the Arts and Culture:</b>				
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1		<b>X</b>	
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2		<b>X</b>	
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3		<b>X</b>	
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.3 Performance:</b>				
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.	1.3.5.B.1		<b>X</b>	
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2		<b>X</b>	
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3		<b>X</b>	
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	1.3.5.B.4		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.4.A Aesthetic Responses</b>				
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1		<b>X</b>	
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	1.4.5.A.2		<b>X</b>	
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.4.B Critique Methodologies:</b>				
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	1.4.5.B.1	<b>X</b>		

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Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2	<b>X</b>		
Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	1.4.5.B.3	<b>X</b>		
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4	<b>X</b>		
Define technical proficiency, using the elements of the arts and principles of design	1.4.5.B.4	<b>X</b>		
Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	1.4.5.B.5	<b>X</b>		

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<b>GRADE 5</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 5, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.1 The Creative Process:</b>				
Identify the elements of music in response to aural prompts and printed music notational systems.	1.1.5.B.1			<b>X</b>
Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions and differentiate basic structures	1.1.5.B.2			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.2 History of the Arts and Culture:</b>				
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1			<b>X</b>
Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.	1.2.5.A.2			<b>X</b>
Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.	1.2.5.A.3			<b>X</b>
Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.	1.2.5.A.1			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.3 Performance:</b>				
Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter	1.3.5.B.1			<b>X</b>
Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.	1.3.5.B.2			<b>X</b>
Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.	1.3.5.B.3			<b>X</b>
Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.	1.3.5.B.4			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.4.A Aesthetic Responses</b>				
Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.	1.4.5.A.1			<b>X</b>
Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.	1.4.5.A.2			<b>X</b>
Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).	1.4.5.A.3			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.4.B Critique Methodologies:</b>				
Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.	1.4.5.B.1			<b>X</b>

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Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.	1.4.5.B.2			<b>X</b>
Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.	1.4.5.B.3			<b>X</b>
Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.	1.4.5.B.4			<b>X</b>
Define technical proficiency, using the elements of the arts and principles of design	1.4.5.B.4			<b>X</b>
Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.	1.4.5.B.5			<b>X</b>

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<b>GRADE 6</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 6, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.1 The Creative Process:</b>				
Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores	1.1.8.B.1	<b>X</b>		
Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions	1.1.8.B.2	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.2 History of the Arts and Culture:</b>				
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	1.2.8.A.1	<b>X</b>		
Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	1.2.8.A.2	<b>X</b>		
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	1.2.8.A.3	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.3 Performance</b>				
Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	1.3.8.B.1	<b>X</b>		
Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	1.3.8.B.2	<b>X</b>		
Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	1.3.8.B.3	<b>X</b>		
Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	1.3.8.B.4	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4.A Aesthetic Responses</b>				
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	1.4.8.A.1	<b>X</b>		
Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	1.4.8.A.2	<b>X</b>		
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	1.4.8.A.3	<b>X</b>		
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4	<b>X</b>		
Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	1.4.8.A.4	<b>X</b>		

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Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	1.4.8.A.5	<b>X</b>		
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	1.4.8.A.6	<b>X</b>		
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	1.4.8.A.7	<b>X</b>		
<b>OBJECTIVES AND SKILLS</b> <b>1.4.B Critique Methodologies:</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.	1.4.8.B.1	<b>X</b>		
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	1.4.8.B.2	<b>X</b>		
Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays	1.4.8.B.3	<b>X</b>		

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<b>GRADE 7</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.1 The Creative Process:</b>				
Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores	1.1.8.B.1		<b>X</b>	
Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions	1.1.8.B.2		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.2 History of the Arts and Culture:</b>				
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	1.2.8.A.1		<b>X</b>	
Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	1.2.8.A.2		<b>X</b>	
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	1.2.8.A.3		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.3 Performance</b>				
Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	1.3.8.B.1		<b>X</b>	
Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	1.3.8.B.2		<b>X</b>	
Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	1.3.8.B.3		<b>X</b>	
Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	1.3.8.B.4		<b>X</b>	
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<i>I</i>	<i>D</i>	<i>M</i>
<b>1.4.A Aesthetic Responses</b>				
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	1.4.8.A.1		<b>X</b>	
Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	1.4.8.A.2		<b>X</b>	
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	1.4.8.A.3		<b>X</b>	
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4		<b>X</b>	
Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.	1.4.8.A.4		<b>X</b>	

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Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	1.4.8.A.5		<b>X</b>	
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	1.4.8.A.6		<b>X</b>	
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	1.4.8.A.7			
<b>OBJECTIVES AND SKILLS</b> <b>1.4.B Critique Methodologies:</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.	1.4.8.B.1		<b>X</b>	
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	1.4.8.B.2		<b>X</b>	
Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays	1.4.8.B.3		<b>X</b>	

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<b>GRADE 8</b>				
<b>Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:</b>				
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.1 The Creative Process:</b>				
Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores	1.1.8.B.1			<b>X</b>
Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions	1.1.8.B.2			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.2 History of the Arts and Culture:</b>				
Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.	1.2.8.A.1			<b>X</b>
Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.	1.2.8.A.2			<b>X</b>
Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.	1.2.8.A.3			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.3 Performance</b>				
Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.	1.3.8.B.1			<b>X</b>
Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.	1.3.8.B.2			<b>X</b>
Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.	1.3.8.B.3			<b>X</b>
Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.	1.3.8.B.4			<b>X</b>
<b>OBJECTIVES AND SKILLS</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
<b>1.4.A Aesthetic Responses</b>				
Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art	1.4.8.A.1			<b>X</b>
Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.	1.4.8.A.2			<b>X</b>
Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.	1.4.8.A.3			<b>X</b>
Abstract ideas may be expressed in works of dance, music, theatre, and visual art using a genre's stylistic traits.	1.4.8.A.4			<b>X</b>
Compare and contrast changes in the accepted meanings of known	1.4.8.A.4			<b>X</b>

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artworks over time, given shifts in societal norms, beliefs, or values.				
Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.	1.4.8.A.5			<b>X</b>
Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.	1.4.8.A.6			<b>X</b>
Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.	1.4.8.A.7			<b>X</b>
<b>OBJECTIVES AND SKILLS</b> <b>1.4.B Critique Methodologies:</b>	<b>CPI#</b>	<b><i>I</i></b>	<b><i>D</i></b>	<b><i>M</i></b>
Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.	1.4.8.B.1			<b>X</b>
Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.	1.4.8.B.2			<b>X</b>
Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays	1.4.8.B.3			<b>X</b>

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