



**VOORHEES  
TOWNSHIP**  

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**PUBLIC SCHOOLS**

**VOORHEES, NEW JERSEY 08043**

# **VISUAL AND PERFORMING ARTS CURRICULUM GUIDE**

**First through Eighth Grade**

**Completed: September 2017**

**Board Approved: November 2017**

**Implemented: September 2017**

Voorhees Township Public Schools  
Voorhees, New Jersey

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The revision of the Visual and Performing Arts Curriculum guide reflects the work of the following district staff members:

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Visual and Performing Arts  
TABLE OF CONTENTS

	<i>PAGE</i>
Philosophy/Purpose -----	1
Visual and Performing Arts Program Goals -----	2
Benchmark Assessment/Program Evaluation -----	2
Program Modifications/Adaptability-----	3
District Approved Core Instructional Materials -----	4
Pacing Guides/ Instructional Sequences/Topics by Grade -----	5
Interdisciplinary Connections/21 <sup>st</sup> Century Skills -----	23
2014 NJ Student Learning Standards Introduction -----	25
2014 NJ Student Learning Standards for Visual/Performing Arts Alignment-----	33
Link to 2014 NJ Student Learning Standards for Visual/Performing Arts -----	54
Appendix: Theater and Dance Curriculum Design -----	55

**NOTE: IN KINDERGARTEN, OBJECTIVES FOR THE VISUAL AND PERFORMING ARTS ARE COVERED BY THE REGULAR CLASSROOM TEACHER.**

## PHILOSOPHY/PURPOSE

The visual and performing arts are an art and cultural force that is capable of elevating the quality of living in the home, the school, and the community. It appeals to the aesthetic, emotional, spiritual, and physical nature of the child and is adaptable to every age and every degree of mental and physical development. Visual and performing arts can make important contributions to the objectives of general education, reinforce academic concepts, and are recognized as an essential part of the public school curriculum.

Critical thinking opportunities are an inherent part of visual and performing arts instruction. The arts stimulate students to see and feel their environment with heightened sensitivity, and develop in the student an appreciation of confidence in his/her own aesthetic resources.

Students will be made aware of the many diverse cultures of the world through the visual and performing arts. By gaining a respect for their own efforts, the students develop an understanding and appreciation for the efforts of other artists.

Probably at no other time in history has the visual and performing arts been so omnipresent in our environment. With this unprecedented barrage of sound and visual stimulation everywhere we go, students should be given the tools to help them understand, discriminate, and therefore, more fully enjoy the best facets of a variety of both music and art forms and styles. The arts also develop understandings and perceptions of our children's worlds of color, sound, thought, emotions, and social relationships.

The visual and performing arts can be a strong motivating force in a student's life, helping him/her find his/her identity and providing a creative outlet for interests. The arts further channel the motor and posture skills of the developing child and help them think and react to and with others.

Appropriate instruction will develop specialized skills and coordination. Good work habits and respect for materials, equipment, and artisanship should be developed through the instruction of the visual and performing arts. When carefully adapted to individual needs, the visual and performing arts is most relevant in every level of a student's educational development.

## VISUAL/PERFORMING ARTS GOALS

**For students, an education in the arts will provide:**

- A link between the arts and other content areas
- The ability to be creative and inventive decision-makers;
- Varied and powerful ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- The confidence to undertake new tasks;
- An understanding of one's own worth, abilities, potentialities, and limitations;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills;
- Knowledge of the less recognized experiences of aesthetic engagement and intuition;
- Increased potential for life success; and
- An enriched quality of life

## BENCHMARK ASSESSMENT/EVALUATION

Students will be assessed/evaluated on the Visual/Performing Arts Core Curriculum Content Standards by way of the following:

1. Teacher observation/evaluation of student performances and projects
2. Teacher constructed quizzes and tests
3. Benchmark assessments (On file in each school and Administration Building.)
4. When appropriate, the district approved standardized tests
5. Where appropriate, the New Jersey Assessment Grades 3 - 8

## MODIFICATIONS/ADAPTABILITY

This course of instruction shall be modified for academic enrichment, Special Education, ESL, Bilingual, and Basic Skills students through varying techniques, strategies, materials, etc. to meet the needs of all students. These strategies and techniques will include, but not be limited to, the following:

- Instructional modification based on IEP's, ISIP's, 504 Plans, etc.
- Providing extra time for assignments, projects, tests, and quizzes
- Segmenting assignments into smaller sections to work on in short time periods
- Provide breaks between assignments so students can refocus on tasks
- Carry out every day routines consistently
- Follow a reward system for good behavior, completing work on time and class participation
- Use visual and auditory reminders from one activity to the next
- Extend the breadth and depth of the content
- Designing lesson plans that can be modified to fit each student
- Rewriting assignments, tests, and quizzes at different learning levels
- Develop a system for easy and comprehensive data collection to help monitor lessons and inform practice
- Provide opportunities for cooperative learning
- Created differentiated learning centers focused on remediation and enrichment
- Provide small group instruction

**DISTRICT APPROVED TEXTBOOKS/RESOURCES**

*All About Art*; Fine Arts Public; ©1982 (6-8)

*Yamaha Band Student*; Alfred Publications, Books I & II

*Marching Percussion Ensemble Exercises*; Rudimental Percussion Publications

*Standard of Excellence*; Neil Kjos Music Co.; ©1993

*Rubank Method* - I, II, III

*World of Music*; Silver Burdett Co.; © 1991 (1-7)

*World of Music*; Silver Burdett Co.; © 1988 (2-3)

*Making Music*; Silver Burdett Co.; © 2005 (2)

*Music Connection*; Silver Burdett Co.; © 1995 (3)

Various websites including: [www.theartofed.com](http://www.theartofed.com)



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Visual and Performing Arts  
Pacing Guide/Instructional Sequence

Art Grades 1 - 5

Year-Long Instruction - September - June

**Grade 1**

- Real & imaginary subject matter, abstract, and realistic
- Artwork from other cultures & artists
- Line: straight, vertical, horizontal, diagonal, zigzag, wavy, thick, thin, curved, dotted, broken, and solid
- Shape: geometric & two dimensional (square, triangle, circle, oval, etc.)
- Pattern: repetition
- Color: primary, secondary
- Texture: real texture and visual texture
- Share work & describe
- Projects, presentations, exhibitions

**Grade 2**

- Line: vertical horizontal, diagonal, zigzag, wavy, thick, thin, curved
- Shape: geometric, square, triangle, circle, oval, two-dimensional (flat)
- Pattern: repetition, weaving
- Color: primary, secondary, warm and cool, tempera paint, watercolor paint, paintbrush
- Value: light and dark
- Form: three-dimensional shapes (solid)
- Texture: rough and smooth, real texture, visual texture, collage
- Balance: symmetry, line of symmetry
- Sharing work and vocalizing: describe artwork
- Review
- Projects, Presentations, Exhibits

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**Grade 3**

- Real & imaginary subject matter, abstract, realistic, portrait, landscape, and seascape.
- Filling the picture plane, composition, horizon line
- Printmaking techniques and sculpture
- Artwork from other cultures & artists
- Line: straight, vertical, horizontal, diagonal, zigzag, wavy, thick, thin, curved, dotted, broken, and solid
- Shape: geometric & two dimensional (square, triangle, circle, oval, etc.)
- Pattern: repetition, weaving
- Color: primary, secondary, warm, cool, monochromatic
- Texture: real texture and visual texture
- Space: foreground and background
- Balance: symmetry
- Share work & describe
- Projects, presentations, exhibitions

**Grade 4**

- Line: vertical horizontal, diagonal, zigzag, wavy, thick, thin, curved, diagonal, parallel
- Shape: organic, geometric, square, triangle, circle, oval, two-dimensional (flat)
- Pattern: repetition, weaving
- Color: primary, secondary, warm and cool, tempera paint, watercolor paint, paintbrush, monochromatic, tints and shades, complementary colors
- Value light and dark, shading, opaque and transparent
- Form: three-dimensional shapes (solid), sculpture
- Texture: rough and smooth, real texture, visual texture, collage
- Space: Foreground, background and overlapping, positive and negative
- Balance: symmetry, line of symmetry, asymmetrical
- Sharing work and vocalizing: describe artwork, analysis, interpret, evaluate
- Review
- Projects, Presentations, Exhibits

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**Grade 5**

- Real & imaginary subject matter, abstract, realistic, portrait, landscape, and seascape.
- Knowing the seven elements of art
- Filling the picture plane, composition, horizon line, positive and negative space
- Printmaking techniques and sculpture
- Artwork from other cultures & artists
- Line: straight, vertical, horizontal, diagonal, zigzag, wavy, thick, thin, curved, dotted, broken, and solid
- Shape: geometric & organic
- Pattern: repetition, weaving
- Color: primary, secondary, warm, cool, monochromatic, complementary, analogous, tints, and shades
- Value: light and dark/shading
- Form: three-dimensional shapes
- Texture: real texture and visual texture
- Space: foreground and background
- Balance: symmetry and asymmetry
- Share work, describe, analyze, and evaluate
- Projects, presentations, exhibitions

**Music Grades 1 - 5**

**Year-Long Instruction - September - June**

**Grade 1**

**RHYTHM**

- Strong-weak, short-long beats
- Accent
- 2\$meter
- Bar lines
- Ostinati by rote (known and unknown elements in preparation)
- Improvise missing rhythms
- 2 to 4-bar accompaniment on percussion

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**MELODY & EAR  
TRAINING**

- In-tune singing
- *So, mi, la* (Tritonic)
- Improvise a melody on "loo"
- Improvise missing melody
- Aural recognition: octave, P5, m3, and known songs from melody and rhythm
- Singing with known melodic syllables (*s, m, l*)
- Melodic and rhythmic echoes (4-beat lengths)
- Inner singing from hand signs and notation
- Aural dictation using known rhythm syllables

**HARMONY** □ Monophonic (unison) singing

- Dialogue songs with a rhythmic ostinato
- Rhymes and songs with ostinati (body percussion or percussion instruments)
- Songs with teacher accompaniment
- 2-part speech rounds
- Simple songs which can be sung as a round
- Rhythm against beat

**READING &  
WRITING**

- Read and write qsd (Stick Notation)
- Clap and say rhythms using syllables (ta, ti-ti)
- Read, write, take dictation of 4-beat rhythms (manipulatives and stick notation; later full notes)
- Compose and clap 4 to 8-beat rhythms using known notes and rests
- Read solfège from letters (*s, m, l*)
- Read and write known pitches and rhythms from 2-line staff (stick notation; later full notes)
- Place bar lines in 2\$

**FORM**

- Recognize same and different phrases in songs (AA, AB), repeat sign, rounds
- Improvise Q & A phrases
- Repeat sign

**LISTENING**

- Performances of vocal, folk music, folk instruments, and orchestral instruments
- Follow simple listening charts

**MOVEMENT**

- Steady beat with bilateral movement

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- Stretch movements
- Act out concepts (tall, wide, light, heavy, etc.) to music
- Singing games; move to beat
- Continue spatial exploration
- Easy folk dances

## **INSTRUMENTS**

### **(Orff and Recorder)**

- Body percussion to rhymes and songs
- Non-pitched and pitched to rhymes and songs; mostly beat but also simple ostinati
- Recorder modeled for pitch

## **Grade 2**

### **RHYTHM**

- Tied notes
- Ostinati by rote
- 4/4 and 2/4 meter
- Improvise Q & A and rhythmic variations

### **MELODY & EAR**

#### **TRAINING**

- In-tune singing
- *Do* and *re* (Pentatonic scale: *d, r, m, s, l*)
- Singing with known melodic syllables (adding *do* and *re*)
- Improvise melody on "loo"
- Inner hearing and singing from hand signs and using hand signs
- Aural dictation using known rhythms or pitches
- Inner hearing from rhythmic notation or solfège
- Melodic and rhythmic echoes (4 to 8-beat lengths)
- Canons, rounds by rote (2 part)
- Aural recognition of known songs from melody and rhythm

#### **HARMONY** □ Polyphonic (2-part canons or rounds)

- Two-part rhythmic exercises
- Songs with rhythmic ostinati by rote; later by reading
- Pitched ostinati often at P5 or octave

### **READING &**

#### **WRITING**

- Read and write
- Read and write rhythmic patterns from dictation or memory (4 to 8 beats)
- Read known and new melodic syllables (stick and staff notation)

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- Visual memorization of known songs from notation
- Sing songs from octavo style scores; relate words to notes, repeats, etc.
- 3-line staff; identify *s, m, l, d, r* on staff using *do* clef

**FORM**

- Recognize same, similar, and different
- Terms: variation, motive
- 1st and 2nd endings, repeat
- ABA

**LISTENING**

- Expansion of 1st grade listening experiences

**MOVEMENT**

- Singing games, play parties
- Easy American and international folk dances
- Expand movement vocabulary
- Partner and group work
- Short choreographed motifs expressing style and form

**INSTRUMENTS**

**(Orff and Recorder)**

- Increase complexity and variety in Orff arrangements; use contrasting ostinati
- Use body percussion, non-pitched, and pitched percussion with many songs; always include a beat source

**Grade 3**

**RHYTHM**

- Expand length and complexity of rhythmic accompaniments on percussion instruments
- Conduct in 2/ 4 meter

**MELODY & EAR**

**TRAINING**

- In-tune singing
- *Low la, low so, high do* (Pentatonic scale)
- Treble (*G*) clef and 5-line staff
- Letter names on ladder (up and down octave) then on treble staff
- *Do, la, and so* pentatonic scales
- *Forte, piano* dynamics
- Canons and rounds (2 parts)

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- Bicinia
- Find solfa from *do* clef; use any line or space as *do* (moveable *do*)
- Inner singing from hand signs (known pitches)
- Melodic and rhythmic echoes (8 beat lengths)
- Aural dictation using known melodic and rhythmic syllables
- Use octavo and find solfa when given *do*; also identify note names

**HARMONY**

- Singing and reading many 2-part songs
- Simple rounds and canons
- Simple partner songs
- Singing with rhythmic and melodic ostinati (some 2-part ostinati)
- Many Orff arrangements (increase variety in accompaniment)

**READING &  
WRITING**

- O E
- Read and write rhythms and take dictation using all known symbols (8 beat lengths)
- Penmanship of musical notation
- Read and write melodic syllables and letter names on the 5-line staff
- Transpose solfa to absolute pitch
- Read easy 2-part melodies and rhythmic exercises
- Read and play recorder BAG; later C and D

**FORM**

- Rounds and canons
- Recognize form in songs (A, A1, B, B1, AA, BB, ABA, 4-bar phrases, etc.)

**LISTENING**

- Instruments (recorded and live) of band and orchestra
- Recorded performances of children's choirs
- Listening charts
- Recorder performances
- Art songs
- Variety of styles of music
- Biographies of composers

**MOVEMENT**

- Singing games (feet and hands to beat)
- Dances, play parties
- Continued movement vocabulary: individual, partner, group

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- Conduct in 2/4 as they sing
- Short improvised and student choreographed motifs expressing style and form

## **INSTRUMENTS**

### **(Orff and Recorder)**

- Alternating hands on ostinati
- Increase complexity, frequency, and variety of Orff arrangements
- Improvise on percussion
- Play recorder by rote
- Play recorder by note: BAG

## **Grade 4**

### **RHYTHM**

- Anacrusis (pick up notes)
- Repertoire for 3/4 meter
- Continued conducting, dictation, and clapping
- Conducting 4/4

### **MELODY & EAR**

#### **TRAINING**

- In-tune singing
- *Fa*
- *La* pentatonic scale
- Improvise pentatonic Q & A
- Canons, rounds, bicinia
- 2-part solfa from hand signs
- Melodic and rhythmic echoes (8 to 16-beat lengths)
- Aural recognition of meter:

### **HARMONY**

- Increased part songs and rounds (2-4 parts), partner songs
- Instrumental accompaniments (using known elements)
- I, V songs using Orff
- Countermelodies
- 3-part ostinato

### **READING &**

#### **WRITING**

- Read and write rhythms and take dictation using all symbols
- Read and write known songs with *do* and *la* pentatonic scales



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- Compose melody to given rhythm or to rhythm student has composed
- Score reading

### **FORM**

- *D.C. al fine* and *D.S. al coda*
- More songs in ABA
- Find form in recordings
- Rondo
- Theme and Variations

### **LISTENING**

- Find form in recordings
- Find meter in recordings
- More listening charts
- Variety styles of music; include historic insight and composer biographies
- Identify instruments from recordings
- Recordings of choirs: unchanged and mixed voices

### **MOVEMENT**

- More complex folk dances, singing games, play parties
- Continue beat in hands and feet
- Continue movement vocabulary
- Continue conducting
- More student improvised and choreographed movement

### **INSTRUMENTS**

#### **(Orff and Recorder)**

- Continue expanding Orff complexity
- Focus on precision of Orff accompaniment performances
- Improvise and compose on Orff instruments
- Play recorder: BAGCD

## **Grade 5**

### **RHYTHM**

- ra art6\*ssdrtqa aq
- Conduct 3/4
- *Ritardando, a tempo, fermata, accelerando*
- 6\*and 3\*meter
- Conducting 6\*meter in 6; later in 2

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**MELODY & EAR  
TRAINING**

- In-tune singing
- *Ti*
- Bb, F#
- Diction and breathing
- Sharp, flat, natural, half step (m2), and whole step (M2), 8va
- Pentachord (*d, r, m, f, s*) and hexachord (*d, r, m, f, s, l*) on C, F, and G
- Major scale (Diatonic)
- Aural recognition of meter 2\$3\$4\$6\*

**HARMONY**

- Sing songs with rhythmic ostinati by rote
- Sing and read 2-part songs
- Rounds up to 4 parts; partner songs
- Continued use of instrumental accompaniments
- Do two things at once: sing song and clap rhythm in canon
- Chords: I, IV, V songs using Orff instruments
- Teacher uses hand signs to cue harmonic changes

**READING &  
WRITING**

- Read and write rhythms and take dictation to all known elements
- Read and write known songs to major scale (absolute pitch names)
- *Staccato, legato*
- Read and play most percussion accompaniments
- Compose to given specifications
- Introduction of Bb and F# in reading and writing
- Write bicinia in pentatonic
- Read simple open score

**FORM**

- Recognize and identify forms when sung and heard
- Students create movement to represent form of song

**LISTENING**

- Expand from other grades
- Listen technically for diction, rhythm, etc.
- Listen structurally for form, balance, contrast, texture, color
- Listen aesthetically for musical impact and why
- Vocal excerpts from opera and operetta

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**MOVEMENT**

- Conduct known meters
- Theatre movement
- Advanced folk dance
- Explore movement to reflect aesthetic of music
- Explore movement to reflect parts within the music

**INSTRUMENTS**

**(Orff and Recorder)**

- Students create Orff arrangements
- Orff arrangements with I, IV, V and modes
- Play recorder both hands and over break
- Read, improvise, Q & A on recorder and Orff instruments

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**Art**

**Grades 6 and 7**

**1 marking period/9 weeks dependent upon Related-Arts Cycle**

- Contour Line Worksheets
- Value Drawing Worksheets
- Value Drawing Project
- Pastel Worksheet
- Pastel Project
- Tempera Worksheet (tints, tones, and shades)
- Tempera Painting Project
- Watercolor Techniques Project
- Watercolor Painting Project
- Art Appreciation - Written Assignment
- Animal Caricature with Tempera Paint
- Colored Pencil Worksheet
- Colored Pencil Project
- Sewing Techniques Worksheet
- Sewing Project
- Basket-weaving Project

**Art**

**Grade 8**

**1 marking period/9 weeks dependent upon Related Arts Cycle**

- Cartoon Facial Features
- Cartoon Caricature Painting
- Pop Art Grid Drafting with Tempera Paint
- Op-Art Worksheet
- Op-Art Tempera Painting Project
- Pen and Ink Worksheet
- Pen and Ink Drawing Project (with watercolor)
- Tempera Painting Project (Kaleidoscope)

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**Accelerated Art**  
**Grade 8**  
**Year Long Course - September - June**

- Watercolor Techniques Worksheet
- Pen and Ink worksheet
- Pen and Ink Drawing Project (with watercolor)
- Acrylic Techniques Worksheet
- Acrylic Painting Project
- Pastel worksheet
- Pastel Project

**Music**  
**Grades 6 and 7**

**1 marking period/9 weeks dependent upon Related Arts Cycle**

- Patriotic Music - "*Star Spangled Banner*", History, Lyrics
- Music Composition (elements of music - instruments, form, styles, composition)
- Melodic/Rhythmic Notation
- Opera, Operetta Musical Theater
- Composer - (History, Life, Music)
- Science of Sound

**Music**  
**Grade 8**

**1 marking period/9 weeks dependent upon Related Arts Cycle**

- Patriotic Music 2 - "*Star Spangled Banner*", History, Lyrics Current Events
- Music Composition (elements of Music 2 Harmonic Structure)
- Dance - Tinkling (Meter, Style, History, World Cultures)
- Theater - Musicals, Opera - Elements, Comparisons
- Drumming Performance - Sticking, Layered Parts, Form
- Composer 2 - (History, Life, Music)
- Science of Sound 2

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Theater  
Grade 6

1 marking period/9 weeks dependent upon Related Arts Cycle

**Introduction to Dramatic Arts**

Origins of Theatre

- Greek Golden Age, Athens c. 450 BCE
- Religious ritual: Dionysus
- Amphitheaters: Acoustics
- Masks/Comedy and Tragedy: delineation of genres
- Male Chorus Thespis introduces "First Actor"/Transition from ritual to theatre

Theater Today

- Overview: Professional Theatre
- What's on Broadway?
- Tony Awards

Collaboration/Ensemble

- Building an ensemble
- Cooperative strategies
- Pursuing common objective
- Collaboration: Artists; Creative Team; Production Team; AUDIENCE
- Theatre Etiquette-> Artistic Property

Conflict & Motivation

- Conflict is the heart of Drama
- Motivations in opposition create conflict=DRAMA
- Motivation to Create

Theater  
Grade 7

1 marking period/9 weeks dependent upon Related Arts Cycle

**Introduction to Performance**

Pantomime

- Uses in theatre
- Techniques: Resistance (tension/release); Focus; Isolation of movement
- Marcel Marceau to Michael Jackson

Stage Space

- Basic Areas: Up, Down, Right, Left, Wings, Apron, proscenium stage

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- Traditional Usage of Areas (i.e. Down Center strongest focal point, etc.) "Fourth Wall"
- Sharing with the audience: opening up; cheating out
- Blocking
- Representational and Presentational Theatre

**Improvisation**

- Techniques: "Saying Yes"; Listening; Focus; pursuing objectives through action
- Structure: Beginning/Middle/End

**Process of Critique**

- Constructive comments
- What do you see?
- No "would/should/could"
- Elements of believability
- Elements of performance

**Characterization**

- Stereotypes: the Good the Bad and the Ugly
- Physical Life
- Vocal Qualities
- Character Biographies
- Emotional Life

**Theater  
Grade 8**

**1 marking period/9 weeks dependent upon Related Arts Cycle**

**Introduction to the Actor's Craft**

**Vocal production**

- How is the voice physically created?
- Diaphragmatic breathing
- Pitch, Resonance, Tone, Accents
- Articulation
- Public Speaking

**Physicalization**

- Movement on stage
- Expressing character with the body
- Expressing emotion with the body

**Script Basics**

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- Reading a script: dialogue/stage directions/descriptive text
- Formats: play script/screenplay
- Structure: acts/scenes/beats

**Memorization**

- Understanding
- Repetition aloud
- Writing
- Incorporating movement/blocking

**Introduction to Technology in Dramatic Arts**

**Technical Theater—stages--production team—design**

- Producer-Director-Design Team-Technical Team
- Sets/Props/Costumes
- Lighting and Sound

**Media Literacy**

- Camera Angle literacy/Storyboards
- Shooting schedules/Film effects and CGI

**On-Camera Unit**

- Technical Basics: Camera/Sound/Lights
- Continuity
- Presentation

**Theater**

**Grades 6-8**

**Included in Each Course**

**Performance Drama**

- Audition
- Scene Study
- Script Analysis
- Monologues
- Rehearsal Process
- Performance

**Dance**

**Grades 6-8**

**1 marking period/9 weeks dependent upon Related Arts Cycle**



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1. Intro to Dance

- What is Dance?
- Types of dance techniques
- Dance class structure, and procedures in the dance class
- Choreography/Performance
- Locomotor and non-locomotor movement

Levels, force, space, time, and shape g. Improvisational exercises

2. Introduction to Jazz Dance

- Structure of a jazz class (warm-up, across the floor, center and technique)
- Jazz vocabulary and performance of steps
- Jazz legends and masters
- Observation and discussion of Jazz choreography

3. Introduction to Ballet

- History of ballet dance (based on the school you are teaching)
- Structure of a traditional ballet class
- Ballet vocabulary (positions of feet, Plié, tendue, battment and sauté)
- Observation of a ballet performance/ Ballet Masters
- Conduct a structured ballet class/ learn vocabulary steps

4. Introduction to Modern Dance

- History of Modern Dance
- Structure of a modern dance class
- Basic modern dance vocabulary
- Modern dance masters and legends
- Viewing of modern dance performance
- Learn basic modern dance steps

5. Introduction to World Dance

- History and traditions of the dance style
- Basic dance vocabulary and performance of steps in the style
- Observation and analysis of performance in that style

6. Line/Social Dance

- Historical and cultural contexts and traditions
- Viewing of line and ballroom dances
- Learn basic vocabulary and dance steps
- Introduction to partnering
- Introduction to formations and patterns

7. Introduction to Tap Dance

- Historical and cultural contexts and traditions
- Structure of a traditional tap class
- Basic tap dance vocabulary and performance of steps
- Tap Masters and Legends

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- Observation and analysis of tap performance

## INTERDISCIPLINARY CONNECTIONS/21<sup>ST</sup> CENTURY SKILLS

Interdisciplinary connections and 21<sup>st</sup> century learning themes and skills are embedded throughout all content area curriculum guides. Through their daily instruction, teachers relate each content area to other areas so that students experience interdisciplinary relationships and apply them to their learning. Content connections are created among traditionally discrete disciplines such as mathematics, the sciences, social studies/history, English language arts., health and physical education, world language and the related arts. In addition, to encourage 21<sup>st</sup> century learning, the district instructional focus is on four critical areas: creativity/imagination; critical thinking; problem solving; and communication/collaboration, all of which are essential to prepare students for the future. The district ardently promotes the use of technology, by both students and teachers, to effectively put into practice the aforementioned instructional methods.

The New Jersey Student Learning Standards/Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. Interdisciplinary learning enables teachers and students to make connections in their education through exploring clear and relevant links across the curriculum. The Voorhees Township School District curricula provide students opportunities to make connections across all curriculum areas. This allows students opportunities for deepening learning by answering big questions, exploring issues, solving problems or completing final projects. Learning beyond subject boundaries provides students with the opportunity to experience deep, challenging and relevant content.

CCSS Home Page: <http://www.corestandards.org>

New Jersey Student Learning Standards Home Page: <https://www.nj.gov/education/cccs/>

Voorhees Township School District Curriculum/Program Guides:

Literacy:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41799&FileName=LAL%20Curriculum%202017.pdf>

Math:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41795&FileName=VTSD%20Math%20Guide%20K8%20Final%2009%202017.pdf>

Science K-5:

<https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032>

Voorhees Township Public Schools  
Voorhees, New Jersey

[&dataid=81381&FileName=VTSD%20Science%20Guide%20K-5%20Final%2092017.docx.pdf](#)

Science 6-8:

[https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=86215&FileName=VTSD%20Science%20Guide%206-8%20Final%209-2015.pdf](#)

Social Studies:

[https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41792&FileName=VTSD%20SS%20Guide%20Final%209-2017.pdf](#)

Educational Technology Plan:

[https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41787&FileName=Voorhees%20EdTech%20Plan%202016-19.pdf](#)

21<sup>st</sup> Century Life and Career Guide:

[https://www.voorhees.k12.nj.us/site/handlers/filedownload.ashx?moduleinstanceid=41032&dataid=41794&FileName=VTSD%2021st%20Century%20Life%20and%20Careers%20Final%205-2015.pdf](#)

2014 New Jersey Student Learning Standards  
For  
Visual and Performing Arts

INTRODUCTION

**Arts Education in the 21st Century**

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations.

*The best employers the world over will be looking for the most competent, most creative, and most innovative people on the face of the earth ... This will be true not just for the top professionals and managers, but up and down the length and breadth of the workforce ... Those countries that produce the most important new products and services can capture a premium in world market ...*  
(2007, National Center on Education and the Economy)

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 and vision that follow:

**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

**Voorhees Township Public Schools  
Voorhees, New Jersey**

and work in the 21st century.

- Understands and impacts the increasingly complex technological environment.

**Voorhees Township Public Schools  
Voorhees, New Jersey**

**Intent and Spirit of the Visual and Performing Arts:**

The intent and spirit of the New Jersey Visual and Performing Arts Standards builds upon the philosophy and goals of the 1994 [National Standards for Arts Education](#) and [National Coalition for Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for final publication in 2014. 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 vocabulary, 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 project.

**2014 Visual and Performing Arts Standards**

In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.

The 2014 visual and performing arts standards align with the 1994 National Standards for Arts Education. In addition, they correlate structurally to the three arts processes

**Voorhees Township Public Schools**  
**Voorhees, New Jersey**

defined in the [2008 NAEP Arts Education Assessment Framework](#): creating, performing, and responding. When actively engaged in these processes, students not only learn about the arts, they learn through and within the arts. The NCCAS National Arts Standards have four clusters (Create, Present, Respond & Connect) as their focal points. This difference will be reconciled in future iterations of New Jersey's Core Curriculum Content standards in Visual and Performing Arts.

The state and national standards are deliberately broad to encourage local curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing arts standards provide the foundation for creating local curricula and meaningful assessments in the four arts 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 the visual arts at the appropriate level of study.

Currently, Media Arts is a component of New Jersey state theatre and visual arts standards. However, the new NCCAS National Arts Standards have expanded the definition, content and approach to media arts to be more comprehensive, and have presented it as a new stand-alone art form. While every state will examine the licensing/certification issues related to Media Arts standards, we recognize the media arts are being taught by a variety of authorized personnel, and standards serve to improve instruction and clarify student outcomes.

### **Organization of the Standards**

The organization of the 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.



**Voorhees Township Public Schools**  
**Voorhees, New Jersey**

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 visual and performing arts standards correspond to 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*

**Voorhees Township Public Schools  
Voorhees, New Jersey**

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 student 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.

**Education in the Arts: National and State Advocacy:**

- The [Arts Education Partnership](#) provides research information and other guidance to assist in advocating for arts education at the national, state, and local levels. The Partnership also provides information on government funding at the federal and state levels, including the grant programs of two federal agencies: the U.S. Department of Education and the National Endowment for the Arts.
- At the state level, the [New Jersey Arts Education Partnership](#) was established in 2007 as a clearinghouse for information and best practices in arts education, and calls attention to the contribution arts education makes to student achievement. The report, [Within Our Power: The Progress, Plight, and Promise of Arts Education for Every Child](#), is the NJAEPs response to the New Jersey Arts Census Project, the most comprehensive survey ever compiled on the status of arts education in New

**Voorhees Township Public Schools  
Voorhees, New Jersey**

Jerseys public schools.

- A [Glossary](#) of arts terms used in the 2009 visual and performing arts standards was designed to support implementation of the arts standards.

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**Voorhees, New Jersey**

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2014 NJ Student Learning Standards  
Alignment to District Objectives

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.1 The Creative Process:</b> 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.
<b>Strand</b>	<b>A. Dance</b>

**MUSIC**

**Grade One Objectives**

- Respond through movement to various musical examples
- Perform a dance following sequential steps

**Grade Two Objectives**

- Perform a dance following sequential steps

**Grade Three Objectives**

- Perform a dance following sequential steps

**Grade Four Objectives**

- Perform a dance following sequential steps

**Grade Five Objectives**

- Perform a dance following sequential steps

**Grades Six through Eight Objectives**

- Create dance steps to music of varied meter

Dance

Grades Six through Eight Objectives

- Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
- Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
- Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telemetric).
- Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.1 The Creative Process:</b> 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.
<b>Strand</b>	<b>B. Music</b>

MUSIC

Grade One Objectives

- Identify/perform melodic line moving upward or downward
- Identify high pitch vs. low pitch
- Identify/respond to sections of music that are alike or different
- Respond to a steady beat
- Repeat a four-beat rhythmic pattern
- Visually/aurally identify classroom percussion instruments
- Enhance music by adding vocal and instrumental expression

Grade Two Objectives

- Identify/perform melodic line moving upward or downward
- Identify high pitch vs. low pitch
- Identify melody that is skipping vs. stepping

Voorhees Township Public Schools  
Voorhees, New Jersey

- Identify/perform songs written with form containing sections of A and B
- Respond to a steady beat
- Repeat a 4-beat rhythmic pattern
- Perform a simple rhythmic accompaniment
- Read/perform simple rhythmic notation
- Visually/aurally identify classroom percussion instruments

**Grade Three Objectives**

- Perform unison, rounds and partner songs
- Identify melody that is skipping, stepping or repeating
- Identify/perform songs written with form containing sections of A and B
- Perform a rhythmic accompaniment/ostinato
- Read/perform rhythmic notation
- Read/play musical notation in treble clef
- Visually/aurally identify orchestral instruments and their families/characteristics

**Grade Four Objectives**

- Perform unison, rounds and partner songs
- Identify melody that is skipping or stepping
- Read/play melodic and rhythmic notation
- Expand on precision of accompaniment parts

**Grade Five Objectives**

- Perform unison, rounds and partner songs
- Read/play melodic and rhythmic notation
- Visually/aurally identify orchestral instruments and their families/characteristics
- Improvisation and composition

**Grades Six through Eight Objectives**

- Identify basic elements of opera
- Visually/aurally identify orchestral instruments and their families/characteristics

Voorhees Township Public Schools  
Voorhees, New Jersey

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.1 The Creative Process:</b> 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.
<b>Strand</b>	<b>C. Theatre</b>

**MUSIC**

**Grade One Objectives**

- Perform in the context of a musical production

**Grade Two Objectives**

- Perform in the context of a musical production

**Grade Three Objectives**

- Perform in the context of a musical production

**Grade Four Objectives**

- Perform in the context of a musical production
- Identify basic elements of musical theater
- Identify basic elements of opera

**Grade Five Objectives**

- Perform in the context of a musical production
- Identify basic elements of musical theater
- Identify basic elements of opera

**Grades Six through Eight Objectives**

- Identify basic elements of musical theater

**Theater**

**Grades Six through Eight Objectives**

- Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different historical eras.
- Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.



Voorhees Township Public Schools  
Voorhees, New Jersey

- Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character
- Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

Voorhees Township Public Schools  
Voorhees, New Jersey

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.1 The Creative Process:</b> 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.
<b>Strand</b>	<b>D. Visual Art</b>

ART

**Grade One Objectives**

- Identify primary and secondary colors
- Identify different line forms
- Apply the principles of patterns
- Draw and identify shapes
- Identify texture qualities

**Grade Two Objectives**

- Identify primary and create secondary colors
- Identify warm and cool colors
- Identify different line forms
- Apply the principles of symmetry
- Draw and identify shapes
- Identify texture qualities

**Grade Three Objectives**

- Identify primary and create secondary colors
- Identify warm and cool colors
- Identify monochromatic and complimentary colors
- Identify differences between opaque and transparent
- Identify and create different line forms
- Apply the principles of symmetry

Voorhees Township Public Schools  
Voorhees, New Jersey

- Draw and identify shapes
- Identify texture qualities

**Grade Four Objectives**

- Identify primary and create secondary colors
- Identify warm and cool colors
- Identify monochromatic colors
- Identify and create different line forms
- Apply the principles of symmetry
- Draw and identify shapes
- Identify differences between positive and negative shapes
- Identify texture qualities

**Grade Five Objectives**

- Identify primary and create secondary colors
- Identify warm and cool colors
- Identify monochromatic, analogous, and complimentary colors
- Identify differences between opaque and transparent
- Identify and create different line forms
- Apply the principles of symmetry
- Draw and identify shapes
- Identify differences between positive and negative shapes
- Identify texture qualities

**Grades Six through Eight Objectives**

- Identify and create various physical properties of color and how they affect each other
- Identify and create different line forms

Voorhees Township Public Schools  
Voorhees, New Jersey

- Identify and create different movements and positions of line
- Use the art elements
- Begin using the principles of design
- Apply the principles of symmetry
- Use a variety of materials to create line
- Draw the human form accurately
- Use correct proportion
- Identify and use a horizon line in their drawings
- Use the rules of perspective
- Paint within a defined space
- Blend colors with a brush
- Identify and create 3D forms
- Create objects with 3D materials
- Use scissors to cut out shapes
- Use scissors in a variety of ways to cut and alter paper
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting
- Choose a variety of media
- Use a variety of media for assembling and modeling
- Trace and identify shapes
- Identify differences between positive and negative shapes
- Draw and paint a 2D shape freehand and using mechanical tools
- Identify texture qualities
- Produce a variety of values using diverse media
- Use value to create a 3D illusion on a 2D surface

Voorhees Township Public Schools  
Voorhees, New Jersey

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.2 History of the Arts and Culture:</b> All students will understand the role, development, and influence of the arts throughout history and across cultures.
<b>Strand</b>	<b>A. History of the Arts and Culture</b>

**ART**

**Grade One Objectives**

- Introduce the relationship between arts, history, themes, and culture

**Grade Two Objectives**

- Discuss the relationship between arts, history, themes, and culture

**Grade Three Objectives**

- Discuss the relationship between arts, history, and culture

**Grade Four Objectives**

- Discuss and interpret the relationship between arts, history, themes, and culture

**Grade Five Objectives**

- Discuss, interpret, and compare the relationship between arts, history, themes, and culture

**Grades Six through Eight Objectives**

- Evaluate and critique works of art
- Discuss the relationship between arts and culture
- Identify various artists and art movements from different time periods

**MUSIC**

**Grade One Objectives**

- Perform/respond to music from different cultures and musical time periods

**Grade Two Objectives**

Voorhees Township Public Schools  
Voorhees, New Jersey

→ Perform/respond to music from different cultures and musical time periods

**Grade Three Objectives**

→ Perform/respond to music from different cultures and musical time periods

**Grade Four Objectives**

→ Perform/respond to music from different cultures and musical time periods

→ Identify composers and their musical works

**Grade Five Objectives**

→ Perform/respond to music from different cultures and musical time periods

→ Identify composers and their musical works

**Grades Six through Eight Objectives**

→ Perform/respond to music from different cultures

→ Identify composers and their musical works

→ Perform/respond to music from different musical time periods

Theater

Grade Six through Eight Objectives

- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 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
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts

Dance

Grades Six through Eight Objectives

- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- 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.
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Strand</b>	<b>A. Dance</b>

MUSIC

Grade One Objectives

- Respond through movement to various musical examples
- Perform a dance following sequential steps and forms

Grade Two Objectives

- Perform a dance following sequential steps and forms

Grade Three Objectives

- Perform a dance following sequential steps and forms

Voorhees Township Public Schools  
Voorhees, New Jersey

**Grade Four Objectives**

- Perform a dance following sequential steps and forms

**Grade Five Objectives**

- Perform a dance following sequential steps and forms

**Grades Six through Eight Objectives**

- Perform a dance following rhythmic sequential steps in varied meters

**Dance**

**Grades Six through Eight Objectives**

- Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
- Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
- Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
- Use media arts and technology in the creation and performance of short, original choreographic compositions.

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Strand</b>	<b>B. Music</b>

**MUSIC**

**Grade One Objectives**

- Respond through movement to various musical examples
- Perform in the context of a musical production
- Perform a dance following sequential steps

**Grade Two Objectives**



Voorhees Township Public Schools  
Voorhees, New Jersey

- Enhance music by adding vocal and instrumental expression
- Perform a dance following sequential steps

**Grade Three Objectives**

- Perform a dance following sequential steps

**Grade Four Objectives**

- Read/play melodic and rhythmic notation
- Perform a dance following sequential steps

**Grade Five Objectives**

- Perform unison, rounds and partner songs
- Read/play melodic and rhythmic notation

**Grades Six through Eight Objectives**

- Perform melody and countermelody in given songs
- Read/play melodic and rhythmic notation
- Read/play melodic, harmonic, and rhythmic notation
- Compose melodies and rhythmic accompaniments using a chosen system of notation
- Perform melody, countermelody, ostinatos, round, and partner songs
- Create characterizations in the context through manipulation of vocal and physical qualities and circumstances

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Strand</b>	<b>C. Theatre</b>

**MUSIC**

**Grade One Objectives**

- Perform in the context of a musical production

Voorhees Township Public Schools  
Voorhees, New Jersey

**Grade Two Objectives**

- Perform in the context of a musical production

**Grade Three Objectives**

- Perform in the context of a musical production

**Grade Four Objectives**

- Perform in the context of a musical production

**Grade Five Objectives**

- Perform in the context of a musical production

**Grades Six through Eight Objectives**

- Perform in the context of a musical production

**Theater**

**Grade Six through Eight Objectives**

- Create a method for defining and articulating character objectives, intentions, and subtext, and apply the method to the portrayal of characters in live performances or recorded venues.
- Create and apply a process for developing believable, multidimensional characters in scripted and improvised performances by combining methods of relaxation, physical and vocal skills, acting techniques, and active listening skills.

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.3 Performance:</b> All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
<b>Strand</b>	<b>D. Visual Art</b>

**ART**

**Grade One Objectives**

- Use scissors to cut out shapes
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting

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- Use a variety of media for assembling and modeling
- Draw geometric shapes
- Paint two-dimensional shapes freehand
- Learn safe and appropriate ways to use materials and tools

**Grade Two Objectives**

- Use a variety of materials to create line
- Introduce a horizon line in an artwork
- Paint within a defined space
- Blend colors with a brush
- Create objects with three-dimensional materials
- Use scissors to cut out shapes
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting
- Use a variety of media for assembling and modeling
- Draw geometric shapes
- Paint two-dimensional shapes freehand
- Begin to demonstrate safe and appropriate ways to use materials and tools

**Grade Three Objectives**

- Identify and create different movements and positions of line
- Use a variety of materials to create line
- Begin to use correct proportions in their art
- Paint within a defined space
- Blend colors with a brush
- Identify and create three-dimensional forms
- Create objects with three-dimensional materials
- Use scissors to cut out shapes
- Use scissors in a variety of ways to cut and alter paper
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting
- Use a variety of media for assembling and modeling
- Draw geometric and introduce organic shapes
- Paint two-dimensional shapes freehand
- Manipulate tools to achieve different visual and tactile qualities
- Produce a variety of values using diverse medium

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Voorhees, New Jersey

- Demonstrate safe and appropriate ways to use materials and tools

**Grade Four Objectives**

- Identify and create different movements and positions of line
- Use a variety of materials to create line
- Begin to use correct proportions in their art
- Paint within a defined space
- Blend colors with a brush
- Identify and create three-dimensional forms
- Create objects with three-dimensional materials
- Use scissors to cut out shapes
- Use scissors in a variety of ways to cut and alter paper
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting
- Use a variety of media for assembling and modeling
- Draw geometric and organic shapes
- Paint two-dimensional shapes freehand
- Manipulate tools to achieve different visual and tactile qualities
- Produce a variety of values using diverse medium
- Demonstrate safe and appropriate ways to use materials and tools

**Grade Five Objectives**

- Identify and create different movements and positions of line
- Use a variety of materials to create line
- Use correct proportions in their art
- Introduce the rules of perspective
- Paint within a defined space
- Blend colors with a brush
- Identify and create three-dimensional forms
- Create objects with three-dimensional materials
- Use scissors to cut out shapes
- Use scissors in a variety of ways to cut and alter paper
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting
- Use a variety of media for assembling and modeling
- Draw geometric and organic shapes

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Voorhees, New Jersey

- Paint two-dimensional shapes freehand
- Manipulate tools to achieve different visual and tactile qualities
- Produce a variety of values using diverse medium
- Demonstrate safe and appropriate ways to use materials and tools

**Grades Six through Eight Objectives**

- Identify and create various physical properties of color and how they affect each other
- Identify and create different line forms
- Identify and create different movements and positions of line
- Use the art elements
- Begin using the principles of design
- Apply the principles of symmetry
- Use a variety of materials to create line
- Draw the human form accurately
- Use correct proportion
- Identify and use a horizon line in their drawings
- Use the rules of perspective
- Paint within a defined space
- Blend colors with a brush
- Identify and create 3D forms
- Create objects with 3D materials
- Use scissors to cut out shapes
- Use scissors in a variety of ways to cut and alter paper
- Manipulate paper in a variety of ways
- Use a variety of media for drawing and painting
- Choose a variety of media
- Use a variety of media for assembling and modeling
- Trace and identify shapes
- Identify differences between positive and negative shapes
- Draw and paint a 2D shape freehand and using mechanical tools
- Identify texture qualities
- Create 3D forms utilizing a variety of sculptural techniques
- Manipulate tools to achieve different visual and tactile qualities
- Produce a variety of values using diverse media
- Use value to create a 3D illusion on a 2D surface

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Voorhees, New Jersey

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> 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.
<b>Strand</b>	<b>A. Aesthetic Responses</b>

**ART**

**Grade One Objectives**

- Introduce works of art
- Apply their understanding of art styles in their work

**Grade Two Objectives**

- Evaluate works of art
- Apply their understanding of art styles in their work

**Grade Three Objectives**

- Evaluate qualities and characteristics of artwork
- Apply their understanding of art styles in their work

**Grade Four Objectives**

- Evaluate qualities and characteristics of artwork
- Apply their understanding of art styles in their work

**Grade Five Objectives**

- Begin to self-assess their artwork
- Evaluate qualities and characteristics of artwork
- Apply their understanding of art styles in their work

**Grades Six through Eight Objectives**

- Evaluate and critique works of art
- Discuss the relationship between arts and culture
- Create art works from different art cultures and time periods

MUSIC

**Grade One Objectives**

- Respond through movement to various musical examples

**Grade Two Objectives**

- Appreciate that orchestral instruments are used to enhance a story
- Enhance music by adding vocal and instrumental expression

**Grade Three Objectives**

- Perform/respond to music from different cultures and musical time periods

**Grade Four Objectives**

- Appreciate that orchestral instruments are used to enhance a story

**Grade Five Objectives**

- Appreciate that orchestral instruments are used to enhance a story

**Grades Six through Eight Objectives**

- Critique/evaluate a concert performance
- Critique/evaluate a musical composition

Theater

**Grades Six through Eight Objectives**

- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes
- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras
- Compare and contrast changes in the accepted meanings of known 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
- Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas

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Voorhees, New Jersey

→ Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art

Dance

Grades Six through Eight Objectives

- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- Compare and contrast changes in the accepted meanings of known 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.
- Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new id Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

<b>Content Area</b>	<b>Visual and Performing Arts</b>
<b>Standard</b>	<b>1.4 Aesthetic Responses &amp; Critique Methodologies:</b> 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.
<b>Strand</b>	<b>B. Critique Methodologies</b>

ART

Grades Six through Eight Objectives

- Critique/evaluate works of art

MUSIC

Grade One Objectives

- Critique/evaluate a musical performance

Grade Two Objectives



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Voorhees, New Jersey

→ Critique/evaluate a musical performance

**Grade Three Objectives**

→ Critique/evaluate a musical performance

**Grade Four Objectives**

→ Critique/evaluate a musical performance

**Grade Five Objectives**

→ Critique/evaluate a musical performance

**Grades Six through Eight Objectives**

→ Critique/evaluate musical compositions/performance

Theater

**Grade Six through Eight Objectives**

- Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

Dance

**Grades Six through Eight Objectives**

- Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
- Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
- Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

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Voorhees, New Jersey

Link to the online version of the 2014  
New Jersey Student Learning Standards for  
Visual and Performing Arts

<http://www.state.nj.us/education/aps/cccs/arts/>

## Appendix

# Theater and Dance Curriculum Design