

# **North Caldwell School District**

## **Visual and Performing Arts Curriculum**

**Kindergarten through Sixth Grade**



**Board Approval: 8/15/2022**

## **Interdisciplinary Connections**

Visual and performing Arts is a unified body of knowledge whose concepts build upon each other. Connecting art concepts includes linking ideas to related ideas learned previously. Dance, Music, Theater, and Art history have global implications, and are connected to people, places, and events of the past. The study of these arts focuses on deep understanding of concepts that enable students to think critically and systematically through singing, playing, listening, observing, and movement.

Visual and performing arts, and language arts should complement each other with literature as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through art appreciation. (See Appendix A)

## **Integration of the Technology Standard through NJSL 8**

In this ever-changing digital world where citizenship is being re-imagined, our students must be able to harness the power of technology to live, solve problems and learn in college, on the job and throughout their lives. Enabled with digital and civic citizenship skills, students are empowered to be responsible members of today's diverse global society.

Readiness in this century demands that students actively engage in critical thinking, communication, collaboration, and creativity. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. The power of technology discretely supports all curricular areas and multiple levels of mastery for all students. (See Appendix B)

## **Integration of 21st century skills through NJSLS 9**

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. 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.

## **Integration of 21st century Life and Career skills through Career Education**

For students to be college and career ready they must have opportunities to understand career concepts. This includes helping students make informed decisions about their future personal, educational, work goals. By integrating Standard 9 into instruction, New Jersey students will acquire the necessary academic and life skills to not only achieve individual success but also to contribute to the success of our society. For example: Career Day event, exposure to a variety of careers in the music and dance field, exploration of technology career options, school performances and outside competitions. (See Appendices C and D)

## Differentiation: accommodations and modifications (See Appendix E)

### **For students with IEP and 504:**

*(For students with disabilities, appropriate accommodations, instructional adaptations, and/or modifications should be determined by the IEP or 504 team)*

#### **Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Use multisensory instruction
- Check frequently for understanding
- Ask students to restate information, directions, and assignments.
- Give repetition and practice exercises
- Model skills/techniques to be mastered
- Give extended time to complete class work
- Provide copy of class notes
- Determine if preferential seating would be beneficial
- Provide access to a computer
- Provide copies of textbooks for home
- Provide access to books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication

#### **Modifications for Homework and Assignments**

- Provide extended time to complete assignments
- Break down assignments into sections with due dates for each section
- Provide the student with clearly stated (written) expectations and grading criteria for assignments

#### **Modifications for Assessments**

- Provide extended time on classroom tests and quizzes
- Provide alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Provide alternate method to demonstrate mastery (performance, projects, etc.)
- Establish procedures for accommodations /modifications for assessments

**For Gifted/Talented Students:**

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Allow team-teaching opportunities and collaboration
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Design surveys to generate and analyze data for discussion.
- Use Higher-Level Questioning Techniques (DOK wheel)
- Provide assessments at a higher level of thinking

**For English Language Learner Students:****Modifications for Classroom**

- Pair visual prompts with verbal presentations
- Provide repetition and practice
- Model skills/techniques to be mastered

**Modifications for Homework/Assignments**

- Provide Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)
- Provide extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

# DANCE



## Philosophy

Experience with and knowledge of dance is a vital part of a complete education. Dance is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions in movement and purpose. An education in dance is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in dance is critical to their personal success. Dance education provides personal, intellectual, and social development for each individual. Students learn how to move their bodies in space in a way that leads to deliberate choreographed dance in the later years. Teaching dance within the context of the total school curriculum, especially during the formative years of an elementary K- 6 education, is key to maximizing the benefits of dance education. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21<sup>st</sup> Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace.

## **DANCE OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS**

<p style="text-align: center;"><b><u>Goals</u></b></p> <ul style="list-style-type: none"> <li>● Explore the joy of moving.</li> <li>● Differentiate between movement and choreography</li> <li>● Identify and practice dances with choreography</li> <li>● Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.</li> <li>● Create and demonstrate a solo or group dance composition; which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.</li> </ul>	<p style="text-align: center;"><b><u>Standards</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</li> <li>3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</li> <li>4 Aesthetic Responses &amp; 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.</li> </ol>
<p style="text-align: center;"><b><u>Opportunities to Differentiate &amp; Accommodate</u></b></p> <ul style="list-style-type: none"> <li>● Teach in smaller increments</li> <li>● Demonstrate and provide guided practice</li> <li>● Provide preferential seating</li> <li>● Use special tools to assist</li> <li>● Encourage cooperative partnerships</li> <li>● Provide visual and supportive materials</li> <li>● Promote participation</li> <li>● Utilize systematic assessment and feedback</li> </ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● How do we identify movement sequences?</li> <li>● How do dancers use body language facial expressions, and gestures to communicate ideas or feelings?</li> <li>● How are body movements isolated or aligned to create different patterns of dance?</li> </ul>

<ul style="list-style-type: none"> <li>● Clarify directions through modeling</li> </ul> <p>(See Appendix E)</p>	<ul style="list-style-type: none"> <li>● How are different body movements used to create or represent dance from different cultures?</li> <li>● What are the origins and meanings of different dances throughout history?</li> <li>● How have we participated in this unit as dancers and choreographers?</li> <li>● What are the technical demands of the various styles of dance?</li> <li>● How can I recognize this dance to enhance its expressiveness?</li> </ul>
---	---



## Primary Pacing Chart ~ Dance

Grade	September	October	November	December	January
K	Use body language, facial expressions, and gestures to communicate ideas or feelings	Use dancing as an outlet for expressing feelings of joy	Practice the same movements at various speeds	Use movement to create dance	Demonstrate choreography with simple movements and gestures
1	Use body language, facial expressions, and gestures to communicate ideas or feelings	Use dancing as an outlet for expressing feelings of joy	Practice the same movements at various speeds	Compare and contrast similarities and differences among dances of various cultures	Explore how our individual styles affect a group performance (reflection from holiday show)
2	Practice and discuss the social relationships and roles implied by the facings, contact, and leader/follower	Describe how muscles need to work to accomplish a movement	View dance as aerobic exercise and a way to enhance one's physical strength	Explore aspects of culture expressed through dance	Identify 3 dance styles and describe how they are categorized into genres
3	Demonstrate how music can change the way they move.	Move to the rhythm of words (syllables) and investigate rhythm of word phrases.	Explain how music and style are connected	Learn the cultural/holiday dances from around the world	Use music to more effectively to support the theme of a dance

Grade	February	March	April	May	June
K	Define the difference between movement and dance	Listen to signals and respond to movement directions	Recognize that every student has a cultural background and dance is part of it	Engage in a collaborative discussion about improvised dances.	Listen to a story and dance the words and move to the rhythm of the words.
1	Recognize that every student has a cultural background and dance is part of it	Listen to signals and respond to movement directions	Listen to a story and dance the words and move to the rhythm of the words.	Engage in a collaborative discussion about improvised dances.	Explore stopping and going, tempos of fast and slow, and simple rhythms.
2	Explore stopping and going, tempos of fast and slow, and simple rhythms.	Improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects.	Recognize that every student has a cultural background and dance is part of it	Compare and contrast dances from various cultures.	Engage in a collaborative discussion about improvised dances.
3	Learn about folk tales from an authentic culture.	Understand that people danced differently in different historical periods (past and present).	Exhibit control in balance	Create a dance based on a folk song or world culture.	Research and identify tempos of animals, people and machines.

## Intermediate Pacing Chart ~ Dance

Grade	September	October	November	December	January
4	Explore opposites in shapes, levels, sizes, and moving in and through space.	Learn about folk tales from an authentic culture.	Create a dance based on a folk song or world culture.	Describe who dances a dance, and where, when and why it is danced.	Dance with weight shift, transition and flow
5	Examine the cultural origins of a variety of dance forms from around the world.	Identify clues about history and culture in dance movements, costuming and musical accompaniment.	Identify and research the significant contributions of a cultural social dance and its impact on today's social dances	Explore themes, values, and beliefs reflected in a dance.	Observe commonalities and differences in group, circle and chain dances in content in relation to societal beliefs and values.
6	Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style	Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.	Observe how social and cultural values, from past and contemporary choreographers influenced the dynamics of their works.	Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures	Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).

Grade	February	March	April	May	June
4	Understand the relationship of bodily skills to time, space and energy.	Understands conditioning principles (balance, strength, flexibility, endurance, alignment).	Distinguish symmetrical and asymmetrical shapes	Understand positive and negative space; moving in place and through space, pathways and mapping.	Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry , moving in place and through space, pathways and mapping.
5	Create and share a group, circle or chain dance influenced by the social practices of a specific culture demonstrating clear content and form.	Perform group, circle, or chain dances from various world cultures.	Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups	Create a short dance with peers incorporating several movement phrases with a beginning, middle and end	Understand choreographic devices (repetition) and structures (theme and variation
6	Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.	Identify the use of arts media in dance master works.  Analyze the manipulation of elements of dance used for choreographic intent in dance master works	Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.	Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography	Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television, film, video, radio as catalyst for, and/or fully integrated within the dance composition.

# VOCAL MUSIC



## Philosophy

Experience with and knowledge of music is a vital part of a complete education. Music is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in music is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in music is critical to their personal success. Music education provides personal, intellectual, and social development for each individual. Teaching music within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of music education. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21<sup>st</sup> Century Life and Career standards is to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace.

**VOCAL MUSIC OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS**

**Assessments**

- Performance singing and playing in solo and in group setting
- Written evaluations
- Aural identification
- Group projects and presentations
- Observation of skill development
- Audio / Visual recording

**Resources**

- MP3s
- Chromebook / Internet websites
- Online curriculum sources (e.g. MusicPlayOnline)
- SMART boards
- Videos / DVDs
- Textbooks
- Song collections
- Handouts
- Music journals and magazines
- Professional associations and organizations (NAfMe, NJMEA, ACDA, NJMTA)

**Goals-** After completing all levels of this program, a student will be able to:

- Sing, alone or with others, varied repertoire of music.
- Perform on instruments, alone or with others, varied repertoire of music
- Improvise melodies, variations and accompaniment.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships between music, the arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

**Standards-** Elementary General Music is based on the New Jersey Student Learning Standards for Performing Arts.

- 1.1 All students will develop, apply, and reflect upon knowledge of the process of critique.
- 1.2 All students will understand and analyze the role, development, and continuing influence of music in relation to world cultures, history, and society.
- 1.3 All students will demonstrate an understanding of the elements and principles of music.
- 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.

<u>Instructional Strategies</u>	<u>Opportunities to differentiate &amp; accommodate</u>
<ul style="list-style-type: none"><li>● Teacher modeling (e.g. Echo-singing)</li><li>● Singing, playing, moving, and listening</li><li>● Solo performances within a class setting</li><li>● Videos that model performance techniques</li><li>● Teacher, peer and individual critique of performance</li><li>● Singing and movement games</li><li>● Visual aids</li><li>● Lecture and demonstration</li><li>● Field trips</li><li>● Critiques</li></ul>	<ul style="list-style-type: none"><li>● Information provided in smaller increments</li><li>● Provide preferential seating</li><li>● Use of special tools and resources</li><li>● Use of visual and supportive material</li><li>● Systematic assessment and feedback</li><li>● Practice and reinforcement</li><li>● Per student's IEP.</li></ul>

## Primary Pacing Chart ~ Vocal Music

Grade	September	October	November	December	January
K	Steady Beat Instrument exploration	Halloween songs Singing vs. speaking voice	Autumn and Thanksgiving songs High and low	Holiday Songs Loud vs. quiet Expression of feelings	Circle games Fast vs. slow
1	Steady Beat Unpitched percussion Body percussion	Steady beat (ta) Beat vs. rhythm Halloween songs	Up and down Autumn and Thanksgiving songs Introduce ta/ti-ti	Holiday Songs Loud vs. quiet Tempo: fast vs. slow	Ta, ti-ti, rest Notation Forte/piano
2	Steady beat and rhythm Body percussion	Beat vs. rhythm So-mi-la Halloween songs	String family Thanksgiving songs Half note	Holiday songs Tempo terms	Review pitch, melody, and sol-la-mi Brass family
3	Steady beat and rhythm Review tempo and dynamics terms	Singing and composing canons Halloween songs	Reading treble staff Line and space notes	Holiday songs	Introduction to recorder



Grade	February	March	April	May	June
K	Loud vs. soft Singing games	High vs. low Short vs. long	Playing instruments Same vs. different	End of year program songs	Review of singing games
1	Composing with ta, ti-ti, rest	Introduction to so-mi Singing games	So-mi-la Strong and weak beats	Animal songs End of year program	Review of songs
2	Woodwind family Ostinatos Dynamic markings	So-mi-la-do Percussion family	End of year program songs States songs	Singing games	Review of songs and games
3	Playing B-A-G songs	B-A-G songs	Composing recorder songs	End of the year recorder songs	Review of songs and games

## Intermediate Pacing Chart ~ Vocal Music

Grade	September	October	November	December	January
4	Beat/rhythm Songs about New Jersey	Rhythm Treble staff pitch reading Recorders	Treble staff Recorders High C and D	Holiday songs Recorders Low E and D	Harmony (rounds, ostinatos)  Music history (Beethoven)
5	Beat/rhythm Pitch reading	Piano keyboards Time signature	Piano keyboards	Holiday songs Piano keyboards	Music history Blues
6	Beat/rhythm Pitch reading Dynamics Tempo	Piano keyboards Time signatures (simple and compound)	Piano keyboards (both hands) Bass clef	Holiday songs Piano keyboards composing	World Music Drumming

Grade	February	March	April	May	June
4	Black History month music and culture	Instruments of the orchestra	Instruments of the orchestra	Ukuleles Folk dance	Review of songs Ukuleles
5	Swing/Jazz music	Early rock'n'roll	American folk music  Ukuleles	World Music Drumming	World Music Drumming
6	World Music Drumming  Complementary rhythms	World Music Drumming Improvising	World Music Drumming performance	Music Research project	GarageBand Composition

## **Kindergarten**

### **I. Singing**

- A. Development of singing
  - 1. Pitch - echo singing
  - 2. Singing vs. speaking voice
  - 3. High vs. Low
- B. Development of expression
  - 1. Dynamics — introduce loud and soft
  - 2. Tempo — introduce fast and slow
  - 3. Mood — how does the music make you feel?
- C. Opportunity to sing a variety of song selections
  - 1. Folks songs
  - 2. Seasonal and holiday songs
- D. Ability to sing as a group
  - 1. Staying together
  - 2. Listening to each other
  - 3. Starting and stopping together

### **II. Playing**

- A. Ability to follow directions
  - 1. Proper playing position
  - 2. Maintain a steady beat
- B. Exploring sounds
  - 1. How the sound is produced
  - 2. Following iconic notation

### **III. Listening**

- A. Identifying sounds
  - 1. Loud vs. soft
  - 2. Fast vs. slow
  - 3. High vs. low
  - 4. Short vs. Long
  - 5. Same and different

### **IV. Moving**

- A. Moving
  - 1. Move to the steady beat
  - 2. Move to show expressive elements
  - 3. Use of locomotor skills (Both gross & fine motor skills)
  - 4. Improvise movements in singing games and circle dance

## **Grade One**

- I. Singing (Kodaly)
  - A. Development of singing
    - 1. Pitch - echo singing
    - 2. Rhythm — ta, ti-ti, and rest
  - B. Development of expression
    - 1. Dynamics — piano and forte
    - 2. Mood — Happy, sad, angry
    - 3. Tempo —fast and slow
  - C. Opportunity to sing a variety of song selections
    - 1. Songs from different time periods
    - 2. Songs from various cultures
    - 3. Folks songs
    - 4. Seasonal and holiday songs
  - D. Ability to sing as a group
    - 1. Staying together
    - 2. Listening to each other
    - 3. Starting and stopping together
- II. Playing
  - A. Ability to follow directions
    - 1. Proper use of the instruments
    - 2. Maintain a steady beat
    - 3. Read and perform- ta, ti-ti, and rest
    - 4. Reading and following iconic and traditional notation
  - B. Exploring sounds
- III. Listening to music
  - A. Gaining an understanding of the various types of music (genres)
    - 1. Partner songs
    - 2. Identifying instruments by sight & sound
    - 3. Echoing rhythmic patterns

#### IV. Movement

##### A. Continuing to develop

1. Move to the steady beat
2. Move to show expression
3. Use of locomotor skills (Both gross & fine motor skills)
4. Improvise movements in singing games and circle dances

#### V. Discovering the relationship between music and other subject areas

##### A. Art

###### I. Creative expression

##### B. Language Arts

1. Understanding lyrics
2. Poetry/Nursery Rhymes

##### C. Social Studies

1. Song, games, dances and instruments from other various culture

##### D. Science

1. Understanding vibration as the source of sound

## **Grade Two**

### **I. Singing**

#### **A. Development of Singing**

1. Pitch - using Kodaly hand signals
2. Rhythm - introduction to reading note values (whole, half, quarter, eighth notes & rests)

#### **B. Development of expression**

1. Dynamics — pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo
2. Mood — Happy, sad, angry
3. Tempo – Largo, adagio, andante, moderato, allegro, presto, prestissimo

#### **C. Opportunity to sing a variety of song selections**

1. Songs for different seasons and holidays (half, quarter, & eighth notes & rests)
2. Differentiate singing & choral speech

#### **D. Ability to sing as a group**

1. Call and response
2. Multi-verse songs to allow small groups to sing a single verse
3. Responding to the conductor's cues

### **II. Playing**

#### **A. Ability to follow directions**

1. Proper use of the instruments
2. Maintaining a steady beat
3. Read and perform — ta, ti-ti, ta-a, rest
4. Responding to the conductor's cues

#### **B. Ability to play in small ensembles**

1. Creating melodic and rhythmic instrumental pieces
2. Improvising

### **III. Listening to music**

#### **A. Sounds of the instruments**

1. Identifying instruments by sound
2. Grouping classroom instruments by type (wood, metal, rattle, membrane)
3. Identifying instruments of the orchestra by name, and classifying them by family (brass,

woodwind, string, percussion)

#### IV Movement

##### A. Continuing to respond to aural cues

1. Demonstrate rhythmic ostinatos
2. Move to express various mood settings
3. Simple dance motions

#### V. Discovering the relationship between music and other subject areas

##### A. Art and Visual Art

- I. Creative expression

##### B. Language Arts

1. Understanding lyrics
2. Poetry

##### C. Social Studies

1. Music from different historical periods
2. Songs, games, and instruments from other various cultures

##### D. Science

1. Understanding vibration as the source of sound
2. Correlating size of instrument with higher and lower pitches

## **Grade Three**

- I. Singing
  - A. Development of singing
    - 1. Pitch - melodic notation
    - 2. Rhythm —reading whole, half, dotted half, quarter, & eighth notes & rests
    - 3. Posture and breathing — proper singing position
  - B. Development of expression
    - 1. Dynamics — pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo
    - 2. Mood — Interpreting mood & style
  - C. Opportunity to sing a variety of song selections
    - 1. Songs from different time periods
    - 2. Songs for different seasons and holidays
  - D. Ability to sing as a soloist or in a group
    - 1. Call and response
    - 2. Multi-verse songs to allow small groups to sing a single verse
    - 3. Responding to the conductor's cues
- II. Playing
  - A. Recorder
    - 1. Learning proper playing position and breathing
    - 2. Ability to play appropriate time and on cue
    - 3. Ability to read notes on the treble staff
    - 4. Ability to use both hands (both holding and playing notes)
  - B. Classroom instruments
    - 1. Improvising
    - 2. Continue Rhythmic reading
- III. Understanding Music
  - A. Music History
    - 1. Learning about composers from various time periods
  - B. Music Vocabulary



1. Building a list of musical terms which will assist students in evaluation music
- C. Form
1. Verse and refrain
- IV. Movement
- A. Respond to music of various styles
- 1 Folk Dancers
  2. Circle dances
  3. Body percussion
- V. Discovering the relationship between music and other subject areas
- A. Math
1. Becoming aware of the correlation between math and music (formulas)
  - 2 Applying fractions to understand note values
- B. Art and Visual Art
1. Creative expression
- C. Language Arts
1. Understanding lyrics
  2. Poetry
- D. Social Studies
1. Music from different historical periods
  2. Songs, games, and instruments from various cultures
- E. Science
1. Understanding vibration as the source of sound
  2. Correlating size of instrument with higher and lower pitches

## **Grade Four**

### **I. Singing**

#### **A. Development of singing**

1. Pitch - following melodic notation
2. Rhythm - Introduction to reading note values (whole, half, dotted half, quarter, eighth, and sixteenth notes & rests)
3. Posture and breathing - proper singing position

#### **B. Development of expression**

1. Allow students to participate in interpreting music
2. Mood — Interpreting mood & style

#### **C. Opportunity to sing a variety of song selections**

1. Songs from different time periods
2. Songs for different seasons and holidays
3. Offering opportunities to perform songs of different styles

#### **D. Ability to sing as a soloist or in a group**

1. Call and response
2. Multi-verse songs to allow small groups to sing a single verse
3. Responding to the conductor's cues

### **II. Playing**

#### **A. Playing rhythmic, melodic, and harmonic patterns**

#### **B. Improvising**

### **III. Understanding Music**

#### **A. Music History**

1. Learning about composers from various time periods
2. Associating style with period in history

#### **B. Form**

1. Recognizing AB, ABA, and Rondo

#### **C. Harmonizing**

1. Rounds
2. Partner songs
3. Ostinatos
4. Descant/ Countermelodies

### **IV. Movement**

- A. Expressive motions
  - 1. Folk Dancers
  - 2. Circle dances
  - 3. Body percussion
  - 4. Creating and using body percussion
- V. Discovering the relationship between music and other subject areas
  - A. Social Studies
    - 1. Discovering how music reflects events in history
    - 2. Observing how composers are influenced by their cultures and events in history
  - B. Art
    - 1. Responding to music through use of colors and drawing
    - 2. The correlation of music musical sound and artistic color
  - C. Math
    - 1. Rhythm (Various rhythm patterns and formulas)
  - D. Technology
    - 1. Implementing programs & hardware into various lessons plans

## **Grade Five**

- I. Singing
  - A. Development of singing - emphasis on technical accuracy melodic notation
    - 1. Pitch - following melodic notation
    - 2. Rhythm - introduction to reading note values (whole, half, quarter, eighth and sixteenth notes & rests, syncopation)
    - 3. Posture and breathing— proper singing position and breath control
  - B. Development of expression
    - 1. Allow students to participate in interpreting music
    - 2. Mood — Interpreting mood & style
  - C. Opportunity to sing a variety of song selections
    - 1. Songs from different time periods
    - 2. Songs for different seasons and holidays
    - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
  - D. Ability to sing as a soloist or in a group
    - 1. Call and response
    - 2. Multi-verse songs to allow small groups to sing a single verse
    - 3. Responding to the conductor's cues
  - E. Vocal Techniques
    - 1. Using vocal exercises to develop & expand vocal range
- II. Playing
  - 1. Playing rhythmic, melodic, and harmonic patterns
  - 2. Improvising in an individual or group setting
  - 3. Ability to create and perform in a group
  - 4. Ability to create a musical instrument using non traditional instruments
  - 5. Ability to arrange a musical piece
- III. Understanding Music
  - A. Music History
    - 1. Learning about composers from various time periods
    - 2. Associating style with period in history
  - B. Form
    - 1. Recognizing AB, ABA, and Rondo form
    - 2. Analyzing form when listening to music

IV. Movement

A. Expressive motions

1. Contemporary dances
2. Body percussion

V. Discovering the relationship between music and other subject areas

A. Social Studies

1. Discovering how music reflects events in history
2. Observing how composers are influenced by their cultures and events in history.

B. Art

1. Responding to music through use of colors and drawings
2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (various rhythm patterns and formulas)

D. Technology

1. Implementing programs & hardware into various lessons plans

## **Grade Six**

- I. Singing
  - A. Development of singing
    - 1. Pitch - following melodic notation
    - 2. Rhythm - Introduction to reading note values  
(quarter, eighth, & rests, syncopation, and dotted rhythms)
    - 3. Posture and breathing — proper singing position and breath control
  - B. Opportunity to sing a variety of song selections
    - 1. Songs from different time periods
    - 2. Songs for different seasons and holidays
    - 3. Offering opportunities to perform songs of different styles (eg. Folk, pop, rock)
  - C. Vocal Techniques
    - I. Using vocal exercises to develop & expand vocal range
- II. Playing
  - I. Improvising in an individual or group setting
  - 2. Ability to create and perform in a group
  - 3. Recognizing — intervals, scales, and chords
- III. Understanding Music
  - A. Music History
    - 1. Learning about composers from various time periods
    - 2. Associating style with period in history
  - B. Form
    - 1. Recognizing AB, ABA, and Rondo form
    - 2. Analyzing form when listening to music
  - C. Dynamics
    - 1. Ability to use the proper dynamic level in a musical piece
  - D. Texture
    - 1. Ability to distinguish between a thin or thick texture of a musical piece
  - E. Styles
    - 1. Understanding the differences in musical groups (eg. Concert, marching, jazz etc.)
- V. Movement
  - A. Expressive motions
    - 1. Contemporary dances
    - 2. Body percussion
- VI. Discovering the relationship between music and other subject areas
  - A. Social Studies

B. Art

1. Discovering how music reflects events in history
  2. Observing how composers are influenced by their cultures and events in history
- 
1. Responding to music through use of colors and drawings
  2. The correlation of music musical sound and artistic color

C. Math

1. Rhythm (various rhythm patterns and formulas)





# THEATER



## Philosophy

Experience with and knowledge of the theater is a vital part of a complete education. Theater is a rich discipline that includes a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in theater is an essential part of the academic curriculum for the achievement of human social and economic growth. The education of our students in the arts is critical to their personal success and we know that theater education provides personal, intellectual, and social development for each individual. Teaching theater within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of a visual and performing arts education. Students will be exposed to theater skills beginning with dramatic play and escalating to full productions. All students will synthesize the arts skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in theatre. Teachers will incorporate the 21st century life and careers standards within their lessons. The goal of 21<sup>st</sup> Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully

meet the challenges and opportunities of the 21<sup>st</sup> century global workplace.

## **THEATER OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS**

<p style="text-align: center;"><b><u>Goals</u></b></p> <ul style="list-style-type: none"> <li>• Understand theater as a shared communal experience between audience and actor.</li> <li>• Distinguish between Western and non-Western storytelling and theater traditions.</li> <li>• Recognize that theater, regardless of place or culture, tells us about ourselves and our lives.</li> <li>• Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.</li> <li>• Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.</li> <li>• Articulate cultural, historical and social context of their original work.</li> <li>• Describe and discuss a written text or live performance in terms of its social, historical and cultural context</li> <li>• Identify and articulate the cultural and historical components of the work and how these components create a particular world of behaviors</li> <li>• Maintain focus and concentration in order to sustain improvisations, scene work and performance.</li> <li>• Use the body and voice expressively in theater exercises, improvisations, scene work and performances.</li> </ul>	<p style="text-align: center;"><b><u>Standards</u></b></p> <p>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.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; 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.</p>
<p style="text-align: center;"><b><u>Opportunities to Differentiate &amp; Accommodate</u></b></p> <ul style="list-style-type: none"> <li>• Provide alternate means for students to participate (e.g. stage hand vs. performer etc.)</li> <li>• Encourage cooperative partnerships</li> <li>• Provide visual and supportive materials</li> <li>• Promote participation</li> <li>• Provide behavior specific feedback</li> <li>• Allow students to use technology to film performances vs. live whole group performance</li> </ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>• How does theatre communicate values?</li> <li>• How do we use our imagination to tell a story?</li> <li>• How are the values of culture represented in theatre?</li> <li>• How do we respond to theatre?</li> <li>• How can you apply imaginative, analytical and process skills needed when creating original, dramatical works?</li> <li>• What are the 5 W's and how are they used in identifying setting, plot and character?</li> <li>• How can you identify the setting?</li> <li>• What are key elements in creating a stage?</li> <li>• What are some methods that can be used to support and critique yourself and your peers in positive way?</li> <li>• How can you identify the historical environment of a theatrical work using scene, costumes and props?</li> <li>• How do we respond emotionally to diverse works of theatre?</li> </ul>



	<ul style="list-style-type: none"> <li>• How do different components contribute to the overall theatrical performance?</li> <li>• How do symbolism and metaphor contribute to meaning in the arts?</li> </ul>
--	---

## Primary Pacing Chart ~ Theater

Grade	September	October	November	December	January
K	Recognize, mirror and create emotions described in stories and dramatic play.	Respond within imaginary circumstances to objects, settings and conditions.	Use emotional expression and imaginary objects in dramatic play.	Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
1	Demonstrate sensitivity to the emotional and physical safety of self and others.	Sustain focus in the imaginary world of the activity, sharing or performance.	Identify how the script requirements of environment, time and actions influence the design of a scene.	Identify and understand the principal types of theater and performance spaces.	Sustain concentration, focus and commitment in group activities with a shared performance goal.
2	Understand that theater comes from a desire to pretend and act things out.	Distinguish between Western and non-Western storytelling and theater traditions.	Connect storytelling and drama, and recognize how oral traditions are related to the written word.	Recognize the relationship between theater and community, and between theater and culture(s).	Identify the beginning, middle and end of a story.
3	Imitate and create basic emotions.	Understand and use basic vocabulary related to stage directions and areas of the stage.	Observe the relationship between the actor and the audience.	Identify and understand the principal types of theater and performance spaces.	Identify the basic area of a stage and a theater.

Grade	February	March	April	May	June
K	Respond to and incorporate directions.	Define technical proficiency, using the elements of the arts and principles of design.	Identify the basic area of a stage and a theater.	Contribute positively and responsibly to ensemble activities.	Use the body and voice expressively.
1	Observe the relationship between the actor and the audience.	Participate in poetry and prose choral readings with group or solo response.	Demonstrate an understanding of sequence of actions through pantomime.	Pantomime simple daily activities, including healthful practices in eating and hygiene.	Differentiate between actor and character.
2	Retell a story individually or in groups with attention to accurate sequencing.	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.	Create and imitate human, inanimate and animal characters.	Demonstrate an understanding of sequence of character actions.	Demonstrate an understanding of the "5 Ws" (Who? What? When? Where? Why?) when viewing a theater work or hearing a story.
3	Use learned physical and vocal skills to create a variety of characters including human, inanimate and animal characters.	Demonstrate a preliminary understanding of specific character desires and needs.	Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.	Define technical proficiency, using the elements of the arts and principles of design.	Identify how the script requirements of environment, time and actions influence the design of a scene.

## Intermediate Pacing Chart ~ Theater

Grade	September	October	November	December	January
4	Create a visual identifying the elements of theatre.	Identify and understand the purposes of theater in various eras and cultures.	Understand the role of theater in various communities.	Create a picture dictionary of theatre terminology.	Provide alternative response choices to questions on the elements of theatre.
5	Critique themselves and others in a respectful and constructive manner.	Use reflection and analysis to evaluate their work and the work of their peers in a productive way.	Compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including, film, television, electronic media, and other art forms.	Plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.	Cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.
6	Define “believability” by identifying common traits of believable performances.	Differentiate between a character’s actions, intentions and internal dialogue and apply these distinctions to the portrayal of a character.	Interpret symbolism and metaphors used in selected theatre masterworks; apply metaphor and symbolism in the creation and performance of an original scene, and interpret symbolism and metaphors used in theatre scenes created by peers.	Make imaginative and expressive use of scenery, props, costumes, lighting and sound in improvisations, scene work and performances.	Use theatrical improvisation, both short and long form, as a means of exploring character development (from a physical, vocal and emotional standpoint) while also focusing on objectives and tactics.



Grade	February	March	April	May	June
4	Describe a setting that will enhance the mood of a scene (e.g., a forest on a moonless night).	Identify how light can be used to suggest the setting and mood of the play.	Use emotional expression and imaginary objects in dramatic play.	Identify major historical periods of theater.	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
5	Recognize that theater has a distinct history reflecting the society and culture of its time.	Describe the culture in the world of a play and compare it to the world that produced the play.	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).	Describe what can be deduced about a society/community's values based on a representative play from that culture.	Sustain concentration, focus and commitment in group activities with a shared performance goal.  Demonstrate sensitivity to the emotional and physical safety of self and others.
6	Identify the members of a production team and explain how these roles are interdependent	Identify key jobs integral to producing a play (e.g., actor, director, set designer, lighting designer, sound designer, costume designer.) and research the duties and responsibilities of these positions	Understand how sound and lighting create mood in performance events.	Differentiate between "traditional" and non-traditional theatre masterworks and analyze the form, function, craftsmanship, and originality of the work.	Differentiate among basic formal structures and technical proficiency of artists in peer and professional theatrical productions and use rubrics and scoring guides to evaluate the effectiveness of a theatre work

# VISUAL ART



## PHILOSOPHY

Visual arts are basic to the general education of students in grades K6. The art experience makes a significant contribution to the growth of our students by stimulating creative thought, fostering self-expression, and promoting critical-thinking and life skills. Student self-esteem is enhanced through the creation of artwork and the acquisition of technical skills and expertise. The visual arts enable students to bring shape, color and order to their changing world.

A comprehensive foundation in the arts will provide all students with an appreciation of, and sensitivity to themselves and others and the world we live in, while relating to other disciplines to make all learning more meaningful. Teachers will incorporate the 21<sup>st</sup> century life and careers standards within their lessons. The goal of 21<sup>st</sup> Century Life and Career standards is to enable students to make informed decision that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21<sup>st</sup> century global workplace.

## **VISUAL ARTS OVERALL OBJECTIVES AND INSTRUCTIONAL ADAPTATIONS**

<p style="text-align: center;"><b><u>Goals</u></b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate an understanding of basic art concepts in art history.</li> <li>● Students will demonstrate an understanding of specific art processes, production techniques, and art elements.</li> <li>● Students will demonstrate the use of tools and skills as they relate to the creative process.</li> <li>● Students will exhibit an aesthetic sensibility in art.</li> <li>● Students will use art knowledge and skills in personal community life.</li> <li>● Students will demonstrate creative thinking and behavior as they relate to the process of critique.</li> <li>● Students will acquire knowledge of people's visual art heritage.</li> <li>● Students will integrate art genre with other classroom curriculum.</li> </ul>	<p style="text-align: center;"><b><u>Standards</u></b></p> <p>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.</p> <p>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.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; 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.</p>
<p style="text-align: center;"><b><u>Opportunities to Differentiate &amp; Accommodate</u></b></p> <ul style="list-style-type: none"> <li>● Teach in smaller increments</li> <li>● Provide preferential seating</li> <li>● Use special tools to assist</li> <li>● Encourage cooperative partnerships</li> <li>● Provide visual and supportive materials</li> <li>● Promote participation</li> <li>● Utilize systematic assessment and feedback</li> <li>● Clarify</li> <li>● Interpret and reinforce</li> <li>● Per student's IEP/504</li> </ul>	<p style="text-align: center;"><b><u>Essential Questions</u></b></p> <ul style="list-style-type: none"> <li>● Why do we make art?</li> <li>● What makes art good?</li> <li>● How does art reflect culture and society?</li> <li>● How does art represent personal expression, exploration, and insight?</li> <li>● How can we use knowledge of skills and vocabulary to create and appreciate art?</li> <li>● What inspires our creative process?</li> <li>● How can we collaborate through the creative process?</li> </ul>

## Scope and Sequence of Content and Skills ~ Visual Arts

Grades K-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.

Concept/Content (in chronological order)	Level of instruction	NJSLS	Skills learned in context with context	Major projects and activities
Creative Process: demonstrate knowledge of principals and elements of art	Introduced at K-2, Reinforced at 3-5	1.1	Recognize and create a variety of lines	Variety of drawing, painting, printmaking, and construction activities
History of the Arts and Culture: Begin to recognize world artists	Introduced at K2, Reinforced at 3-5	1.2	Study and review of great works of art and great masters	Describe and experience during art activities
Performing: Apply art elements in artistic compositions	Introduced at K2, Reinforced at 3-5	1.3	Use art elements to create a composition	Use a variety of media
Response and Critique: exposure to aesthetics	Introduced at K2, Reinforced at 3-5	1.4	Begin to explore art elements	Develop and apply criteria in aesthetic response

Grade 6. 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.

Concept/Content (in chronological order)	Level of instruction	NJSLS	Skills learned in context with context	Major projects and activities
Creative Process: demonstrate knowledge of principals and elements of art	Students demonstrate competency at this level.	1.1	Recognize and create a variety of lines	Variety of drawing, painting, printmaking, and construction activities
History of the Arts and Culture: Begin to recognize world artists	Students demonstrate competency at this level.	1.2	Study and review of great works of art and great masters	Describe and experience during art activities
Performing: Apply art elements in artistic compositions	Students demonstrate competency at this level.	1.3	Use art elements to create a composition	Use a variety of media
Response and Critique: exposure to aesthetics	Students demonstrate competency at this level.	1.4	Begin to explore art elements	Develop and apply criteria in aesthetic response

## ROLE OF THE ART EDUCATOR

The dedication and ability of the qualified art specialist, who is subject matter knowledgeable, to convey to students the meaning of art is the cornerstone of a quality art program. The teacher who is not only dynamic, but also dedicated, creative, and open to new ideas is the essential element. The art educator will:

- Use and adapt the visual arts curriculum as designed by the art educators of the four sending districts in compliance with the State Standards. The sending districts will collaborate in their efforts to assess curriculum content.
- Participate in local, state, and national art education organizations.
- Pursue opportunities provided by the local, state, community relationships and programs.
- The purpose of the Visual and Performing Arts Standards is to improve student achievement in art education, not art-as-entertainment, not art-assembly projects, not art-as-activity.
- Keep abreast of current teaching methods and research in art education.
- Maintain and emphasize good classroom safety procedures.
- Model and maintain proper care of art room and materials.
- Encourage the inter-relationships of other disciplines to art.
- Continue to maintain good staff relationships with parents and community.
- Encourage and support artist-in-residence programs and/or a visiting artist.

No one method is ever used. Final grades and evaluation recorded are determined by the individually assessed body of work (including production and completion of work on the basis of an individual student's potential within a time frame) and understood by the student and teacher. All assignments and tasks must be completed within the time frame established,

The art staff is concerned about the individual differences in students and assessments; therefore, assessments are diversified and must meet the needs of many students' developmental characteristics, learning styles, and knowledge/skill levels.

## DISCIPLINE-BASED ART EDUCATION

The four components of Discipline-Based Art (art appreciation, aesthetics, criticism, and production) are addressed in the planning of each unit of study. While these components are equally important, they are not meant to be weighed in terms of time provided or emphasis in a lesson. Ideally, each instructional strategy or lesson plan should contain interrelated elements of each discipline. The application is determined by the individual teacher in regard to amount of time or emphasis to place on each.

A lesson may emphasize creative expression or refinement of skills, and it may introduce an historical fact or cultural context of the art form to be created, as well as include aesthetics and criticism. It is the role of the art teacher to cover all the objectives stated in this document in his/her own way, allowing the students to develop individually and creativity in each lesson.

Aesthetics: Makes and support value judgments, takes part in discussing the nature of art, and discusses value judgments of self and others.

Art History: Recognizes and responds to the fundamentals of art and its place in history.

Art Critique: Describing, analyzing, supporting, interpreting, and valuing works of art.

Art Production: Creating art through the application of skills, techniques, and processes appropriate to art media.

## APPROACHES IN DISCIPLINE-BASED ART EDUCATION

Art History	Art Production	Art Critique	Aesthetics
<p>Historical, cultural, and social contexts</p> <p>Chronological sense of time and place</p> <p>Specific artist and period of time</p> <p>Multicultural context</p> <p>Media, mode, and theme</p>	<p>Create a work of art</p> <p>Express ideas and feelings through a variety of processes</p> <p>Transform ideas imagined or observed into a visual form</p> <p>Use a variety of media to express imagined/observed idea</p> <p>Develop skills and techniques in producing art</p> <p>Offer opportunities for choice where possible</p>	<p>Analyze/critique</p> <p>Survey</p> <p>Analyze and interpret the meaning of art works with descriptive vocabulary</p> <p>Discuss painting or sculptures as a form of visual communication</p> <p>Describe or write about works of art</p> <p>Discuss and critique a subject, theme, or media</p>	<p>A philosophical basis for art.</p> <p>Aesthetic experience</p> <p>Choices and reactions to art with reasons</p> <p>Reaction and choices of media in art production experiences</p> <p>Development of aesthetic awareness of art in everyday life</p> <p>Discuss and write about a theme or subject the artist has chosen</p> <p>Reaction and choices of media in art production experiences</p>



# PAINTING

Students celebrate the art of painting through a variety of experiences. They are introduced to, and develop an understanding of, the elements of art and principles of design. As children grow, they are encouraged to interpret and analyze artworks and develop problem-solving and critical-thinking skills. Painting skills and techniques are refined as the students are encouraged to express themselves creatively.

<p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate creative thinking and behavior.</li> <li>2. Develop knowledge of painting processes and production techniques.</li> <li>3. Explore color and form in work of art.</li> <li>4. Recognize and utilize a variety of painting materials.</li> <li>5. Cultivate an awareness of career opportunities in the field of painting.</li> <li>6. Emphasize quality and craftsmanship in a painting.</li> <li>7. Utilize the elements of art and principles of design.</li> </ol>	<p><b>SUGGESTED ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Tempera painting, watercolor, crayon-resist technique</li> <li>• variety of papers and surfaces, paint with other media, such as ink, crayon, marker, washes, wet on wet, tints and tones, shades, color mixing</li> </ul> <p><b>SUGGESTED RESOURCES</b></p> <ul style="list-style-type: none"> <li>• Posters, videos, books, software, handouts, magazines, calendars, computers, digital cameras, internet websites,</li> <li>• museum educational departments, historical societies, community members, video streaming, smartboards, iPads</li> </ul>
<p><b>SUGGESTED MEDIA AND MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Tempera</li> <li>• Dot paint markers</li> <li>• Water color pens</li> <li>• Watercolor</li> <li>• Crayon</li> <li>• Chalk pastel brushes</li> <li>• Oil pastel</li> <li>• Sponges</li> <li>• Sticks</li> <li>• Acrylics</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>• Lecture and demonstration</li> <li>• Studio experience</li> <li>• Discussion</li> <li>• Cooperative learning</li> <li>• Interdisciplinary studies</li> <li>• Use of assessment strategies</li> <li>• Technology</li> <li>• Critiques</li> </ul>

## COURSE OBJECTIVES (Painting)

### **Kindergarten - Grade 3**

1. Apply and mix colors.
2. Develop knowledge of color theory.
3. Utilize the process of critique as it relates to painting.
4. Develop an understanding of the expressive nature of art
5. Mix primary colors into secondary colors.
6. Mix tints and shades
7. Utilize the elements of art in painting.
8. Recognize and use various painting media.
9. Begin to develop knowledge in its art historical context.

### **Grades 4-6**

1. Utilize and apply the principles of color theory.
2. Develop an understanding of good composition.
3. Utilize the process of a painting to create space and form.
4. Develop knowledge of painting in its historical context.

# PRINTMAKING

Students will explore a variety of experiences in the graphic process. Processes and techniques are aligned with developmental levels, while creative expression and problem-solving are encouraged. In addition to studying ways in which printmakers and graphic artists express themselves, students will look at printmaking in its historical context.

<p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>1. Develop knowledge of various printmaking processes</li> <li>2. Understand and explore techniques of creating multiple images from an original</li> <li>3. Recognize the additive and subtractive printmaking processes</li> <li>4. Develop knowledge of the historical and cultural influences of printmaking</li> <li>5. Emphasize quality and craftsmanship in a print</li> <li>6. Develop an awareness of the aesthetic qualities of prints</li> </ol>	<p><b>SUGGESTED ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>● Simple printmaking processes such as mono print or found objects, relief printing with simple incised plates, brayer and inking of relief plate.</li> </ul> <p><b>SUGGESTED RESOURCES</b></p> <ul style="list-style-type: none"> <li>● Posters, videos, books, CD-Roms, software, magazines, periodicals, calendars, digital cameras, museum educational departments.</li> </ul>
<p><b>SUGGESTED MEDIA AND MATERIALS:</b></p> <ul style="list-style-type: none"> <li>● scratch foam, e-z cut, ink, brayers, found objects, paint, printmaking paper, gelli, photography</li> </ul>	<p><b>INSTRUCTIONAL STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>● Lecture and demonstration</li> <li>● Studio experience</li> <li>● Discussion</li> <li>● Cooperative learning</li> <li>● Interdisciplinary studies</li> <li>● Use of assessment strategies</li> <li>● Technology</li> <li>● Critiques</li> </ul>

## COURSE OBJECTIVES (Printmaking)

### **KINDERGARTEN THROUGH GRADE 3**

During this course of study, the students will:

1. Use a simple printing process.
2. Recognize printmaking as a form of creating multiple images.
3. Use a variety of found objects to create a monoprint.
4. Create a relief print using an incised plate.
5. Understand how to use a brayer to ink a plate.
6. Explore the use of relief printing techniques.
7. Apply the process of critique to their own work and to the work of others.

### **GRADES FOUR THROUGH SIX**

During this course of study, the students will:

1. Understand the proper use of tools and techniques.
2. Explore the various printmaking processes.
3. Recognize printmaking in its historical and cultural context.
4. Be able to use specific printmaking terminology and vocabulary when discussing or describing work.
5. Understand how to use a brayer to ink a plate.

# DRAWING

Through the emerging use of drawing skills, the students produce works that explore the possibilities of line, form, and color. They develop the ability to perceive that drawing is a means of expression that underlies every form of pictorial representation. Creative expression is encouraged through the use of a variety of tools, media, and materials. Aesthetics are incorporated through an investigation of drawing in its historical and cultural context.

<p>Goals</p> <ol style="list-style-type: none"> <li>1. Develop and apply drawing skill and techniques</li> <li>2. Demonstrate knowledge of line, form, and color</li> <li>3. Develop Organizational skills and hand eye coordination</li> <li>4. Emphasize quality and craftsmanship in drawing.</li> <li>5. Apply the principles and elements of design</li> <li>6. Understand the historical and cultural influence of drawing.</li> <li>7. Utilize the process of critique as it applies to self and others.</li> </ol>	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> <li>● Contour Line Drawing</li> <li>● One Point- Perspective</li> <li>● Imaginary Drawing</li> <li>● Patterning</li> <li>● Texture</li> <li>● Shading</li> <li>● Highlighting</li> </ul> <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> <li>● Posters, videos, software, smartboard, video streaming, power point presentations, textbooks, calendars, computers, digital cameras, websites, museum educational departments, and loan programs, historical societies, community members</li> </ul>
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> <li>● Pencils</li> <li>● Colored Pencils</li> <li>● Markers</li> <li>● Crayons</li> <li>● Oil Pastels</li> <li>● Chalk Pastels</li> <li>● Charcoal</li> <li>● Permanent Markers</li> <li>● Calligraphy Pens</li> </ul>	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> <li>● Lecture and strategies</li> <li>● Studio Experience</li> <li>● Discussion</li> <li>● Cooperative Learning</li> <li>● Interdisciplinary Studies</li> <li>● Use of assessment strategies</li> </ul>

## COURSE OBJECTIVES (Drawing)

### **KINDERGARTEN THROUGH GRADE 3**

During this course of study the students will:

1. Use line in a drawing to demonstrate the ability to draw from direct observation.
2. Use a variety of drawing media and materials to draw from observation or the imagination.
3. Develop the ability to create a contour line drawing.
4. Develop the ability to create simple gesture drawings.
5. Use various types of lines to imply texture

### **GRADES FOUR THROUGH SIX**

During this course of study, the students will:

1. Use two and three dimensional objects for reference.
2. Develop ability to apply positive and negative space to create spatial relationships.
3. Utilize one-point perspective.
4. Understand the basic principles of art and design
5. Use foreground, mid-ground, and background forms to create depth.
6. Use shading techniques to give form a more 3 dimensional look.

# SCULPTURE

Sculpture experiences are provided through a variety of unique and exciting opportunities. K-6 students are introduced to sculpture as they develop skills in a variety of processes. Creative expression is encouraged as students expand and refine technique. Aesthetics and critique are explored and incorporated to further develop the ability to perceive, discriminate, analyze, value and judge works of art.

<p>Goals</p> <ol style="list-style-type: none"> <li>1. Apply the elements and media of sculpture to produce a work of art.</li> <li>2. Demonstrate a knowledge, methods of production, types of decorations, and techniques used.</li> <li>3. Demonstrate an awareness of the art of sculpture as an extension of self-expression.</li> <li>4. Develop a knowledge of artists, styles, historical, and cultural aspects</li> </ol>	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> <li>● Pinch with textural designs and /or additions</li> <li>● Simple structures, such as animals, coil method of construction, slab construction with texture and/or additions, glazing techniques, incising, scraffito, drape method, impressions, appliqué, score/slip.</li> <li>● Plaster Craft and paper mache sculptures</li> </ul> <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> <li>● Posters, sculptural visuals, videos, books, magazines, digital images, websites</li> </ul>
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> <li>● Ceramic Clay</li> <li>● Airdry Clay</li> <li>● Model Magic</li> <li>● Glaze</li> <li>● Slip</li> <li>● Carboard</li> <li>● Foil</li> <li>● Wood</li> <li>● Plaster</li> <li>● Paper-mache</li> </ul>	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> <li>● Lecture and demonstration</li> <li>● Studio experience</li> <li>● Interdisciplinary studies</li> <li>● Art historical resources and references</li> <li>● Assessment strategies</li> <li>● Peer and teacher critique</li> </ul>

## COURSE OBJECTIVES (Sculpture)

### **KINDERGARTEN - GRADE 3**

During this course of study the students will:

1. Apply pinch, slab & coil, in a clay construction.
2. Create a construction using coil technique.
3. Develop a sculpture that is structurally sound
4. Recognize the importance of craftsmanship.

### **GRADES 4 - 6**

During this course of study, the student will:

1. Develop an awareness of proper terminology.
2. Use a variety of modeling techniques.
3. Develop an understanding of surface decoration and carving
4. Apply pinch, slab & coil, in a clay construction



# FIBER ARTS

Multiple experiences are offered at all grade levels in fiber art design. Concepts and applications on a developmental level are experienced and creative expression is encouraged. The students develop awareness and capabilities to use the elements and principles of design in an original artwork. This will critique, analyze, and problem-solve as they explore media.

<p>Goals</p> <ol style="list-style-type: none"> <li>1. Explore movement of line.</li> <li>2. Understand fiber arts as an art form.</li> <li>3. Develop eye-hand coordination in a textile design.</li> <li>4. Develop an understanding of various fibers and materials in creating an artwork.</li> <li>5. Acquire knowledge and use of basic stitchery techniques.</li> <li>6. Develop knowledge of the historical/cultural influences.</li> <li>7. Explore various fiber arts processes.</li> </ol>	<p>SUGGESTED ACTIVITIES:</p> <ul style="list-style-type: none"> <li>● Cut paper weaving</li> <li>● Cardboard loom weaving</li> <li>● Burlap stitchery</li> <li>● Wall hanging</li> <li>● Textile paintings</li> <li>● Tapestry weaving</li> </ul> <p>SUGGESTED RESOURCES</p> <ul style="list-style-type: none"> <li>● Posters, videos, software, smart board, video streaming, powerpoint presentations, text books, calendars, computers, digital cameras, internet websites, museum educational departments, and loan programs, historical societies, community members.</li> </ul>
<p>SUGGESTED MEDIA AND MATERIALS:</p> <ul style="list-style-type: none"> <li>● Yarn, burlap, canvas, paper, muslin, fabrics, thread, ribbons, raffia, feathers, twigs.</li> <li>● Tye Dye</li> <li>● Fabric markers</li> <li>● Basic sewing and stitching methods</li> </ul>	<p>INSTRUCTIONAL STRATEGIES:</p> <ul style="list-style-type: none"> <li>● Lecture and demonstration</li> <li>● Studio experience</li> <li>● Discussion</li> <li>● Cooperative learning</li> <li>● Interdisciplinary studies</li> <li>● Use of assessment stratifies</li> <li>● Technology</li> <li>● Critiques</li> </ul>

## **Course Objectives (Fiber Arts)**

### **KINDERGARTEN THROUGH GRADE 3**

During this course of study, the students will:

1. Use the techniques of over/under to create a simple weaving.
2. Use simple stitchery techniques.
3. Demonstrate the ability to use a variety of textiles materials in a work of art.
4. Develop an awareness of the tactile qualities of various fabrics.
5. Develop an awareness of surface decoration.

### **GRADES FOUR THROUGH SIX**

During this course of study, the students will:

1. Develop and use the principles and terminology of weaving and stitchery.
2. Recognize the design qualities in fiber art.
3. Emphasize quality and craftsmanship in fiber art processes.
4. Use and apply the principles and elements of design in an art work.
5. Demonstrate an understanding of the visual message in fiber art.

# EVALUATION AND ASSESSMENT

Evaluation and assessment serve an important function in the art program. Evaluation of curriculum, lesson and classroom evaluation, student evaluation, student self-evaluation, and teacher self-evaluation must be an on-going part of e=quality art education. Planning and instruction without attending to the evaluation strategies can result in meaningless classroom activity.

Evaluation strategies are woven into the art curriculum and address multiple levels of inquiry. Evaluation serves the educational process in a positive and productive manner. Evaluation should be viewed as a helpful and constructive tool, rather than a judgment.

The main purpose of evaluation is to demonstrate to individuals how much they have learned (or taught) and to help them realize what they need to learn (or teach).

## GUIDE TO ASSESSMENT:

### A. Observation :

- Group discussions, critiques with student
- Self-evaluation, narratives

### B. Performance:

- Art production: technical skills, process, projects, product
- Illustration
- Group discussion
- Visual identification reproductions, art objects, etc.

### C. Self-evaluation

- Statements and conclusions (criticism-written or verbal)
- Expressive, sensory (aesthetics)

### D. Student/Teacher evaluation

- Statement and conclusion: aesthetics, criticism (verbal or written)
- Use of elements/principles of design
- Craftsmanship

### E. Peer evaluation

- Critique & Discussion

## Visual Arts ~ Appendix A

### Interdisciplinary Connections

Grade	Social Studies	Science	Language Arts
K	Create Art based on relevant events and/or holidays. 6.1.4.B.8 & 6.1.4.D.5 & 6.1.4.D.17	Create Art based on observations of nature and insect study. - K-2-ETS1-1	Create Art that springboards from Grade appropriate book- RF K.2
1	Create Art based on relevant events and/or holidays. 6.1.4.B.8 & 6.1.4.D.5 & 6.1.4.D.17- 6.1.4.D.9	Habitat Animal Show Large scale tri-fold collaborations for each class. - PS1-A	Create Art that springboards from Grade appropriate book – RI 1.1
2	Integrate with States presentation. 6.1.4.B.8 & 6.1.4.D.5 & 6.1.4.D.17 - 6.1.4.D.13 & 6.1.4.D.14	Utilizing properties of Oil pastel resisting Watercolor - K-2- ETS1-2	Create Art that springboards from Grade appropriate book – RI 2.2
3	Create Art based on relevant events and/or holidays. 6.1.4.B.8 & 6.1.4.D.5 & 6.1.4.D.17– 6.3.4.B.b.1 & 6.1.4.B.9	S.T.E.A.M. based Art project to be completed in time for 3 <sup>rd</sup> grade STEAM fair- 3-5- ETS1-3	- Create Art that springboards from Grade appropriate book RL 3.6
4	Create Posters for Winter Concert that reflects titles and themes of the songs and music being performed. 6.1.4.B.8 & 6.1.4.D.5 & 6.1.4.D.17- 6.1.4.D.19 & 6.1.4.D.20	Utilizing properties of Oil pastel resisting Watercolor - 4-PS3-2	Create Art based on book of their choosing. – RL 4.2 -
5	Create Masks based on Multi-cultural study of Masks and their uses. - 6.2.8.C.3.b	Printmaking observation of Scientific properties of paints and textures on Gelli plates. 5-PS-1-3	Illustrated Adjectives that depict the meaning of the words.– W 5.4

6	Create book that creates a life mask to express the student's unique dreams. 6.2.8.D.3.e	Printmaking observation of Scientific properties of paints and textures on Gelli plates.. MS-PS1-2	-Illustrated Idioms and other forms of speech – W 6.6 -Illustrate Poems to alter letters and calligraphy – W 6.7
---	---	--	---

## Visual and Performing Arts ~ Appendix B ~ Technology

Standard	Area and Grade
8.1.2.A.1 Identify the basic features of a digital device and explain its purpose	Music K-2 / Theater grade 2
8.1.2.A.3 Compare the common uses of at least two different digital applications and advantages/disadvantages of each	Music K-2
8.1.2.A. Demonstrate developmentally appropriate navigation skills in virtual environments	Music grade 2 / Dance grade 2
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems	Music grades 3-5
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures	Music grades 3-5 / Visual Art grade 5
8.1.8.A.2 Create a document using one or more digital applications to be critiqued	Music grade 6 / Visual Art grade 6
8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries	Visual Art grade 2 / Dance grade 2
8.1.5.D.1 Understand the need for and use of copyrights	Music grades 3-5 / Theater 3-5
8.2.2.A.1 Define products produced as a result of technology or of nature	Music K-2
8.2.8.A.1 Research a product that was designed for a specific demand and identify how that product has changed to meet new demands	Music grade 6 / Theater grade 6
8.2.2.B.3 Identify products or systems that are designed to meet human needs	Music K-2 / Dance K-2
8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.	Music grades 3-5 / Theater grade 3
8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies	Music grade 6 / Theater grade 6
8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem	Music grade 3 / Theater grade 5

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events, and procedures to generate specific output	Music grades 3-5
---	------------------

## Visual and Performing Arts ~ Appendix C

### Career Ready Practices

Standard	Area and Grade
CRP2 Apply appropriate academic and technical skills	Vocal Music grades 4-6 / Theater grades 3-6
CRP6 Demonstrate creativity and innovation	Vocal Music grades K-6 / Visual Art grades 3-6 murals / Dance grades K-6 / Theater grades 4-6
CRP7 Employ valid and reliable research strategies	Vocal Music grades K-6 / Visual Art grade 3 landscapes / Theater grades 3-6
CRP10 Plan educations and career paths aligned to personal goals	Vocal Music grades 4-6 / Visual Art grades 4-6 job options for artists in regards to various mediums / Theater grades 4-6
CRP11 Use technology to enhance productivity	Visual Art grades 4-6 Google Classroom / Theater grades K-6
CRP12 Work productively in teams while using cultural global competence	Vocal Music grades K-6 / Dance grades 4-6 / Theater grades 4-6



## Visual and Performing Arts ~ Appendix D

### 21<sup>st</sup> Century Life and Careers

Standard	Area and Grade
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings	Music, Dance, Theater, and Visual Art grade 3
9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person and professional goals	Music, Dance, Theater, and Visual Art grade 2
9.2.4.A.2 Identify various life roles and civic and work related activities in the school, home, and community	Music grade 2
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes	Music, Dance, Theater, and Visual Art grade 3
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Music & Theater grade 3
9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them	Visual Art grades k-6

## Visual Arts ~ Appendix E

### Differentiation

	Kindergarten	Grade 1	Grade 2	Grade 3
G/T	Incorporate a variety of art elements into a single art piece	Offer additional steps to add details to a piece	Add elements to the drawing that are interest-based	Complex in-depth group assignment for the science fair
RtI Tier 2	Model exemplar and possibly complete one alongside of them and go step at a time	Encourage cooperative partnerships so students can benefit from a peer	Clarify steps using available anchor charts	Explain directions with modeling and samples
RtI Tier 3	Directions given in short, simple steps	Teach in smaller increments (one or two things at once)	Re-teach in smaller groups with needed supplies	Offer scaffolded support when drawing and creating
504	Use hand-motions to identify art elements	Show videos that enhance art vocabulary	Provide supports i.e. teacher examples or mentored piece	Use special tools i.e. larger paint brush or thicker marker to help students be productive in the lesson
ELL	Access the art word wall to understand proper terminology	Reinforce art elements using hand motions	Use call and response to show their understanding of art elements	Access vocabulary terms needed for the lesson on the anchor charts
IEP	Provide lines along the page to give the students a foundation for their drawing	Provide dots along the page to give the students a foundation for their drawing	Teacher will trace an invisible line with her finger showing the designs on the piece	Create a group poster for the science fair

	Grade 4	Grade 5	Grade 6
G/T	Select art options from a given list per project	Provide enrichment activities based upon the artist's craft i.e. mini mural	Interest-driven art projects: school mural
RtI Tier 2	Offer two options for project completion	Provide a color coded stepped instruction sheet	Interest-driven art projects: variety of media
RtI Tier 3	Provide simplified steps to produce a bigger part of the project	Vary vocabulary accordingly and allow for bullets or paragraphs	Interest-driven art projects: mixed-media
504	Allow students to manipulate clay before forming their shape	Walk through the "art gallery" and comment on others' works	Interest-driven art projects: help setup the galleries
ELL	Use rhymes to teach drawing objects	Teach greater independence for organizing materials with labels and color coded bins	Interest-driven art projects: labeling parts of the art gallery
IEP	Provide an outline for the students to "go-over"	Vary the materials to produce a piece of art (based on ability and interests)	Interest-driven art projects: cinder blocks

## Vocal Music ~ Differentiation

	Kindergarten	Grade 1	Grade 2	Grade 3
G/T	Complete numerous circles games with singing and movements.	Play an intricate melody and rhythm on a ORFF instrument.	Show and perform a song from another country.	On the recorder, play a song that incorporates various notes and rhythms.
RtI Tier 2	Complete at least 10 circle games with singing and movements.	Play a simple melody and rhythm on an ORFF instrument.	Pick a song from throughout the year and present (sing and dance) it to the class.	On the recorder, play a song that incorporates various rhythms.
RtI Tier 3	Complete at least 5 circle games with singing and movements.	Play a drone tone on an ORFF instrument	Teacher chooses the song that the students will present (sing and dance) to the class.	On the recorder, play a song using just the left hand.
504	Complete at least 3 circles games with a focus on movements.	Play a melody using between 1 to 4 notes on an ORFF instrument.	Teacher chooses a song that students will sing to the class.	On the record, play a song by rote learning.
ELL	Complete at least 3 circles games with visual cues.	Play a melody using visuals on an ORFF instrument.	Choose a song from their native language and present it to the class.	On the recorder, play a song following visual cues.
IEP	Complete at least 3 circles games focusing on sections of the song with modified movements.	Play a melody using a maximum of 2 notes on an ORFF instrument.	Teacher chooses a song that students will dance for the class.	On the recorder, play a scale using only the left hand.

	Grade 4	Grade 5	Grade 6
G/T	On the drums, play a song that incorporates various time signatures.	Play a complete song on the Ukulele, including the correct chords and melody.	Create their own musical parody with at least 2 verses, chorus and present using a type of media.
RtI Tier 2	On the drums, play a song that incorporates syncopated rhythms.	Play a complete song on the Ukulele, with a focus on the melody.	Create their own musical parody with 1 verse, chorus and present using a type of media.
RtI Tier 3	On the drums, play a song using a steady beat.	Play a complete song on the Ukulele with a focus on the chords.	Create their own musical parody with just a chorus and present using a media.
504	On the drums, play a song using a the ORFF method.	Play a complete song on the Ukulele that has a limited number of 2 chords.	Create their own musical parody with just a chorus and present in front of the class with assistance given.
ELL	Using visual cues, identify the parts of a drum and know their correct English names.	Identify the parts of a Ukulele and know their correct English names.	Create a parody that incorporates their native language as well as English and present to the class using media.
IEP	Individually on the drum, play a steady beat.	Play a complete song on the Ukulele with a focus on the correct rhythm.	Create their own musical parody with just a chorus and sing/speak it to the class with assistance.





