

Performing Arts

Curriculum Guide – Music, Theatre & Dance

Grades 9 – 12



Montclair Public Schools

Approved by the Montclair Board of Education: 2015

Introduction - Theatre

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The Theater curriculum is built upon this belief by incorporating the New Jersey Core Curriculum Theatre Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 12, theatre students in the Montclair Public Schools:

- Can analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions. (1.1.12.C.1)
- Can formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques. (1.1.12.C.2)
- Can apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design govern the creation of works of art in dance, music, theatre, and visual art. (1.1.12.C.3)
- Can determine how dance, music, theatre, and visual art have influenced world cultures throughout history. (1.2.12.A.1)
- Can justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. (1.2.12.A.2)
- Can create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres. (1.3.12.C.1)
- Can create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions. (1.3.12.C.2)
- Can use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. (1.4.12.A.1)
- Can speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. (1.4.12.A.2)
- Can develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. (1.4.12.A.3)
- Can evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. (1.4.12.A.4)
- Can formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. (1.4.12.B.1)
- Can evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. (1.4.12.B.2)
- Can determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. (1.4.12.B.3)

Introduction - Music

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The Music curriculum is built upon this belief by incorporating the New Jersey Core Curriculum Music Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 12, music students in the Montclair Public Schools:

- Can examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions. (1.1.12.B.1)
- Can synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts. (1.1.12.B.2)
- Can determine how dance, music, theatre, and visual art have influenced world cultures throughout history. (1.2.12.A.1)
- Can justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. (1.2.12.A.2)
- Can analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance. (1.3.12.B.1)
- Can analyze how the elements of music are manipulated in original or prepared musical scores. (1.3.12.B.2)
- Can improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. (1.3.12.B.3)
- Can arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software. (1.3.12.B.4)
- Can use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. (1.4.12.A.1)
- Can speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. (1.4.12.A.2)
- Can develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. (1.4.12.A.3)
- Can evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. (1.4.12.A.4)
- Can formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. (1.4.12.B.1)
- Can evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. (1.4.12.B.2)
- Can determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. (1.4.12.B.3)

Introduction - Dance

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The Dance curriculum is built upon this belief by incorporating the New Jersey Core Curriculum Dance Grade Level Standards within the components of a balanced literacy framework. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

The standards below are overarching. While these standards may not appear specifically in any unit, they are the collective goals of all units.

By the end of Grade 12, dance students in the Montclair Public Schools:

- Can articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance. (1.1.12.A.1)
- Can categorize the elements, principles, and choreographic structures of dance masterworks. (1.1.12.A.2)
- Can analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances. (1.1.12.A.3)
- Can synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances. (1.1.12.A.3)
- Can determine how dance, music, theatre, and visual art have influenced world cultures throughout history. (1.2.12.A.1)
- Can justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. (1.2.12.A.2)
- Can integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions. (1.3.12.A.1)
- Can create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity. (1.3.12.A.2)
- Can demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics. (1.3.12.A.3)
- Can collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies. (1.3.12.A.4)
- Can use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. (1.4.12.A.1)
- Can speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis. (1.4.12.A.2)
- Can develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works. (1.4.12.A.3)
- Can evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork. (1.4.12.A.4)
- Can formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. (1.4.12.B.1)
- Can evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning. (1.4.12.B.2)
- Can determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world. (1.4.12.B.3)

Scope and Sequence

Unit	Performing Arts
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.
2	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.
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.
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
5	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

Montclair Public Schools Instructional Unit

Content:	THEATER	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	CREATIVE PROCESS
		Pacing:	UNIT 1

ESSENTIAL QUESTIONS

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.1.12.C.2	Analyze the physical, emotional and social attributes of characters to make informed choices about character development derived from information in the script and the social, political, historical circumstances of the play.
1.1.12.C.3	Design a character’s makeup and costume using information from the script, historical contexts and other appropriate sources to inform the design.
1.1.12.C.3	Create a set design (ground plan) for a scene based on a script analysis, dramaturgical study, and director’s vision that includes a justified use of three-dimensional space.
1.1.12.C.3	Create and develop justified textual and non-textual moments in a scene using sound and light, based on script analysis, dramaturgical study and director’s vision.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques	Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.	Apply the basic physical and chemical properties (e.g., light, electricity, additive and subtractive color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

Montclair Public Schools Instructional Unit

Content:	THEATER	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	PERFORMING
		Pacing:	UNIT 2

ESSENTIAL QUESTION

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.3.12.C.1	Portray distinct characters that reflect physical, vocal and emotional choices in short and long form improvisational scenarios.
1.3.12.C.1	Develop the voice and body instruments by utilizing established physical and vocal techniques such as: Linklater, Rodenburg, Alexander, and Laban.
1.3.12.C.2	Demonstrate intentionality of the actor's choices by creating and performing physically, vocally and emotionally invested characters whose actions are justified by the script and/or situation.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

Montclair Public Schools Instructional Unit

Content:	THEATER	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	PERFORMING
		Pacing:	UNIT 3

ESSENTIAL QUESTION

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.1.12.C.3	Illustrate the attributes of safety, construction, and production of technical theatre elements.
1.2.12.A.2	Trace the development of technical aspects of theatre throughout major points of history.
1.3.12.C.1	Write or devise a short original play that conforms to the dramatic structure of one theatrical genre with a clear beginning, middle, and end.
1.2.12.C.2	Direct a scene from a published or original work demonstrating suitable script analysis and clear visual aesthetics.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.	Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions	Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

Montclair Public Schools Instructional Unit

Content:	THEATER	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	AESTHETIC RESPONSES CRITIQUE METHODOLOGIES
		Pacing:	UNIT 4

ESSENTIAL QUESTION

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.4.12.A.1 1.4.12.A.2	Differentiate cultural implications and theatre conventions of diverse theatrical works and apply these implications and conventions to period and/or contemporary plays staged in the style appropriate for which it was created.
1.4.12.A.3	Evaluate the technical and artistic merits of a theatrical production within the context of its social, historical and/or political significance, craftsmanship, and originality as criteria for an informed response regarding the successful communication of the director's vision.
1.4.12.A.4	Characterize how multicultural perspectives generate multiple responses and/or meanings to art individually, emotionally, intellectually, and kinesthetically.
1.4.12.B.1	Critique culturally and historically diverse plays and/or theatrical productions that incorporate archetypal values within the given cultural and historical context.
1.4.12.B.2	Ascertain the aesthetic of a theatrical production based on the technical production and performance values.
1.4.12.B.3	Examine applications and influences of technology in theatrical works and their impact on the performance and audiences' perception and experiences around the world.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

<p>Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.</p>	<p>Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>
<p>The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.</p>	<p>Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>
<p>Art and art-making reflect and affect the role of technology in a global society.</p>	<p>Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>

Montclair Public Schools Instructional Unit

Content:	THEATER		Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	HISTORY OF THE ARTS AND CULTURE	Pacing: UNIT 5

ESSENTIAL QUESTION

All students will understand the role, development, and influence of the arts throughout history and across cultures

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.2.12.A.1	Compare and contrast conventions of ancient and contemporary world theatrical forms.
1.2.12.A.1	Analyze theatrical styles that challenge the social mores/zeitgeist of various historical periods.
1.2.12.A.1	Analyze how dramatic literature and theatre is used to sway public opinion and question social norms.
1.2.12.A.1	Examine the theatricality of rhetoric and public relations and its effect on public ethos.
1.2.8.A.2	Differentiate ways that theatre has reflected and impacted the society and culture of its time in Western and non-Western theatrical traditions up to and including the 21 st Century
1.2.12.A.2	Analyze how the theatre experience has or has not changed across a spectrum of historical period.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Cultural and historical events impact art-making as well as how audiences respond to works of art.	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Montclair Public Schools Instructional Unit

Content:	MUSIC	Grade:	9-12
Marking Period:	QUARTER/SEMESTER/ FULL YEAR	Unit Title:	Creative Process
		Pacing:	Unit 1

ESSENTIAL QUESTIONS

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

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.1.12.B.1 1.1.12.B.2	Identify the meter of two or more musical examples, (i.e., 2/4, 3/4, 4/4, 6/8, etc.) and replicate selected rhythm patterns from a musical example.
1.1.12.B.1 1.1.12.B.2	Identify and distinguish between a single melodic line, a single melodic line with harmonic accompaniment, a progression of chords, or a combination of melody and harmony.
1.1.12.B.1	Create a simple 8 bar melody with harmonic accompaniment and – perform it with classmates.
1.1.12.B.1	Aurally and visually identify melodic and/or rhythmic motifs and identify changes in time signature, tempo, rhythm, melody, harmonic and timbre that are the same, different and/or recurring.
1.1.12.B.1 1.1.12.B.2	Identify the genre and historical period and culture of various musical selections, using identifying elements such as tempo, rhythm, melody, harmony and timbre.
1.1.12.B.1	Compose a piece of music of consisting of at least 64 measures illustrating a theme, at least one variation on the theme or re-write/arrange the musical theme/melody/motif from a non-western culture in a western music genre or style.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
Musical proficiency is characterized by the ability to sight-reading advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts

Montclair Public Schools Instructional Unit

Content:	MUSIC	Grade:	9-12
Marking Period:	QUARTER/SEMESTER/ FULL YEAR	Unit Title:	PERFORMING
		Pacing:	UNIT 2

ESSENTIAL QUESTION

Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.3.12.B.1	Identify and compare common elements of music in Western and non-western music with respect to technique, musicality, and stylistic nuance.
1.3.12.B.2	Identify the use of the elements of music in a cross section of Western music of 1600 to the present (e.g., sacred music, secular music).
1.3.12.B.1	Perform music of various cultural genres on instruments with appropriate expressive elements, and with appropriate stylistic qualities.
1.3.12.B.3, 1.3.12.B.4 1.3.12.B.1	Arrange a traditional/popular song for three or more voices/instruments using computer music arranging software (where possible), and perform the melody on vocally or on an instrument, with the arrangement

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
The ability to read and interpret how music impacts musical fluency.	Analyze how the elements of music are manipulated in original or prepared musical scores.
Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
Basic vocal and instrumental arranging skills require theoretical understanding of music composition.	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Montclair Public Schools Instructional Unit

Content:	MUSIC	Grade:	12
Marking Period:	QUARTER/SEMESTER/ FULL YEAR	Unit Title:	PERFORMING
		Pacing:	UNIT 3

ESSENTIAL QUESTION

All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, an/or presenting works of art in dance, music, theatre, and visual art.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.3.12.B.1 1.3.12.B.2	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and sight-read/sing or play simple pieces from at least two cultures or genres, with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.12.B.1	Identify and compare the use of the elements of music in Western musical compositions from various genres and transcriptions of non-Western cultures and perform excerpts from diverse musical compositions with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
1.3.12.B2	Identify compositional techniques by analyzing selected works of composers from various genres.
1.3.12.B3	Improvise an original and arrange a simple piece for voice or instrument using a variety of available traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs
1.3.12.B4	Analyze prepared scores and create an original eight-measure composition and arrange it for multiple voices or instruments using and electronic software program.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.	Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
The ability to read and interpret how music impacts musical fluency.	Analyze how the elements of music are manipulated in original or prepared musical scores.
Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
Basic vocal and instrumental arranging skills require theoretical understanding of music composition.	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

Montclair Public Schools Instructional Unit

Content:	MUSIC	Grade:	9-12
Marking Period:	QUARTER/SEMESTER/ FULL YEAR	Unit Title:	AESTHETIC RESPONSE
		Pacing:	UNIT 4

ESSENTIAL QUESTION

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.4.12.A.1	Listen to musical selections representative of a variety of Western and non-Western cultures to identify common and unique implementation of the elements of music.
1.4.12.A.2	Listen to musical selections by a variety of composers to discern use of the elements of music that are specific to each composer (e.g., J.S. Bach; G.F. Handel; W.A. Mozart; L. Beethoven; R. Wagner; G. Puccini; S. Joplin; I. Stravinsky; D. Ellington; L. Bernstein, Ives).
1.4.12.A.3	Listen to musical selections by a variety of composers to identify how each used the elements of music to illustrate religion/spiritualism; nationalism; form/style including that of non-western and contemporary composers.
1.4.12.A.4	Listen to musical selections by a variety of composers and cultures to discern the cross-influence, (e.g., music of the Baroque period such as the Sarabande – with influences tied back to Mexico/African slaves/Meso-American Indian music; P. I. Tchaikovsky; work songs; Ragtime, Blues; jazz; A. Dvorak; I. Stravinsky; D. Ellington; L. Bernstein).
1.4.12.B.1	After listening to two distinct musical examples that include obvious and contrasting music elements (e.g., tempo, style, dynamics, genre, tonality, medium, etc.), formulate a list of criteria to be used in directed listening exercises).
1.4.12.B.2	Compare and contrast two or more distinct musical examples from western and non-western musical traditions, using student and teacher generated criteria to evaluate the cohesiveness of a musical composition and its ability to communicate a theme or narrative, given the context of its' creation and the technical proficiency of the performers. Write short musical selections in the styles of two distinct genres/cultural styles/historical periods compared above and use the criteria to describe what makes them two distinct styles.
1.4.12.B.3	Perform and record the a musical selection (using a digital recording devise or program such as Smart Music) and use self evaluation and/or class critique to identify what was performed well technically and where additional practice/study would improve performance and assist in accomplishing musical objectives. Record the same selection again and compare and contrast the two performances and set new performance goals.
1.4.12.B.3	Analyze technical changes in western and non-western instruments over time (e.g. the harpsichord, and piano, synthesizers, recorders) and describe their impact on how/where/when we listen to/perform music (e.g., John Cage pushing the boundaries of the definition of music) and perform a musical selection on a non-traditional instrument or style.

INSTRUCTIONAL PROGRESSION	
Concept/Skill	Evidence of Learning
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Art and art-making reflect and affect the role of technology in a global society.	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Montclair Public Schools Instructional Unit

Content:	MUSIC	Grade:	9-12
Marking Period:	QUARTER/SEMESTER/ FULL YEAR	Unit Title:	HISTORY OF ARTS AND CULTURE
		Pacing:	UNIT 5

ESSENTIAL QUESTION

All students will understand the role, development, and influence of the arts throughout history and across cultures.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.2.12.A.1	Analyze major historic events and technological innovations that parallel the development of new musical forms such as Gregorian Chant, Oratorio, Cantata, Opera, the Symphony, the Concerto or the Sonata, and examine how these forms have evolved.
1.2.12.A.1	Examine the role that composers and performers such as Pergolesi, Bach, Mendelssohn, Mozart, Beethoven, Wagner, Stravinsky, Mahler, Dvorak, Tchaikovsky, Gottschalk, Joplin, Copland, Ellington, and Bernstein affected established or emergent forms of musical expression.
1.2.12.A.1	Examine innovations by prominent 20 th Century composers (e.g., Arnold Schoenberg, Dmitry Shostakovich, Phillip Glass, John Cage, Steve Reich etc.) and their effect on how music was created, performed and appreciated.
1.2.12.A.2	Summarize ways that new technology such as the <i>Guttenberg</i> printing press, the <i>Victrola</i> , radio, video streaming, the iPhone etc. have impact how music is accessed, used by, and marketed to the general public.
1.2.12.A.1	Identify how music is used in non-western cultures for religious, political, and ceremonial events etc.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Cultural and historical events impact art-making as well as how audiences respond to works of art.	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

Montclair Public Schools Instructional Unit

Content:	DANCE	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	CREATIVE PROCESS
		Pacing:	UNIT 1

ESSENTIAL QUESTIONS

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.1.12.A.1	Analyze choreographic structures demonstrated in self, teacher and peer generated solo and group dances and in dance masterworks.
1.1. 12.A.1	Choreograph and perform short solo and group dances that incorporate the choreographic structures or forms of palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.
1.1.12.A.2	Create short solo and/or group choreography that utilizes kinesthetic awareness, and effective use of the elements of dance, the choreographic principles and choreographic structure.
1.1. 12.A.3	Choreograph and demonstrate a solo or group dance in one of the following contexts: gender, ethnicity, socio-economic status, politics, age, and physical conditioning, in relation to dance performances.
1.1.12. A.4	Demonstrate correct anatomical principles of body alignment, pelvic control and core strength when creating and performing choreography in a variety of dance genres.
1.1.12.A.4	Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.
1.1.12.A.4	Demonstrate balance and coordination in choreography and performance in a variety of dance genres.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.	Categorize the elements, principles, and choreographic structures of dance masterworks.
Interpretation of dance is heavily reliant on its context.	Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
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.	Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

Montclair Public Schools Instructional Unit

Content:	DANCE	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	PERFORMANCE
		Pacing:	UNIT 2

ESSENTIAL QUESTIONS

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

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.3.12.A.1	Create and perform a solo or ensemble composition using improvisation as a choreographic tool including. Include the planned exploration of technical skills and abilities in the discovery of new combinations that bring attention to the refinement of technical skills and thought processes inherent in the design and construction of dance sequences.
1.3.12.A.1	Integrate codified movement vocabulary from a variety of dance genres (e.g. chaines, chasse, Pa de bourrée, Assemblée [ballet]; step-ball-change, hitch kick, flat back layout, [jazz]; drop swings, grounded runs, axial turns [modern]...) into an original solo and/or ensemble composition.
1.3.12.A.2	Create and perform a theme-based solo and/or ensemble dance that has unity of form, definite content and quality in aesthetic value.
1.3.12.A.3	Demonstrate and perform anatomically correct principles of body alignment, pelvic placement, core strength, use of leg rotation, and balance with musicality and movement efficiency when executing basic technique in a variety of dance genres.
1.3.12.A.4	Create and perform a solo and/or ensemble dance incorporating media and/or technology as a significant element of the choreographic structure.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Creating highly integrated improvisational movement sequences develop personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
Dance production is collaborative and requires choreographic, technological, design, and performance skill.	Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

Montclair Public Schools Instructional Unit

Content:	DANCE	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	PERFORMANCE
		Pacing:	UNIT 3

ESSENTIAL QUESTIONS

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

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.3.12.A.1	Utilize movement vocabulary from a variety of dance genres as the genesis for the invention of new movement vocabulary.
1.3.12.A.1	Use improvisation as a choreographic tool to combine body actions, dynamics, space, relationships, props and vocalization influenced by a variety of dance genres in order to create unique personalized statements in dance composition.
1.3.12.A.2	Use various choreographic structures such as ABA, rondo, theme and variation, canon, palindrome, and suite to create and perform theme-based solo and/or ensemble dances that cohesively develop a concept and demonstrate aesthetic unity.
1.3.12.A.2	Use choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion to integrate and recombine movement vocabulary drawn from a variety of dance genres.
1.3.12.A.3	Demonstrate dance artistry through musicality and stylistic nuance that supports the choreographic clarity and intent with correct technique, body mechanics, and movement efficiency in solo and ensemble performances.
1.3.12.A.3	Use expressive musical phrasing and dynamic control (e.g., affecting effort, weight, space, time) in the creation and performance of dances from varied genres.
1.3.12.A.3	Demonstrate proficiency in a variety of partnering techniques using proper/safe applications of body mechanics.
1.3.12.A.3	Execute extended sequences in at least one dance genre, style or technique with dependable fluency and accuracy (e.g., rhythmic acuity, ensemble skill, understanding of weight placement and support specific to the dance form, clear differences in body posture and attitude associated with the dance form etc.).
1.3.12.A.3	Understand and use unison movement, juxtapose unison groups with solos and duets, juxtapose unison and non-unison groups in original choreography.
1.3.12.A.3	Convey a dramatic through-line and an emotional subtext in the performance of dances from varied genres, techniques or styles.
1.3.12.A.4	Collaborate in the design and production a dance concert while serving in one of a number of functions (e.g., dancer, choreographer, rehearsal director, producer, publicist, house manager, technician, set, costume or lighting designer etc.). Utilize media and/or technology as the catalyst for the creation and performance for at least one of the dances.

INSTRUCTIONAL PROGRESSION	
Concept/Skill	Evidence of Learning
Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work characteristics of style vary broadly across dance genres.	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
Dance production is collaborative and requires choreographic, technological, design, and performance skill.	Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

Montclair Public Schools Instructional Unit

Content:	DANCE	Grade:	9-12
Marking Period:	QUARTER/SEMESTER/ FULL YEAR	Unit Title:	Aesthetic Responses and Critique Methodologies
		Pacing:	UNIT 4

ESSENTIAL QUESTIONS

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.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.4.12.A.1	Compare and contrast the value, integrity and cultural traditions of the people to discern the cultural implications in masterworks of dance (e.g., Agnes DeMille’s <i>Rodeo</i> , Luke Cresswell and Steve McNicholas’s <i>Stomp</i> , George Balanchine’s <i>Serenade</i> , etc.).
1.4.12.B.1	Design a rubric to chart movement choices (e.g., time, space and energy) contrasted within a variety of culturally specific dances (e.g., <i>Pavane</i> , <i>Waltz</i> , <i>Jitterbug</i> , <i>Minuet</i>).
1.4.12.A.2	Use domain-specific dance terminology to compare and contrast culturally diverse choreographic, self, and peer-generated dance works and speculate on the choreographer’s artistic/aesthetic intent, citing clues within the dance to substantiate the hypothesis.
1.4.12.A.3	Categorize the attributes of various genres of dance regarding choreographic style, historical significance, craftsmanship, cultural context, and originality and emulate stylistic nuances from diverse dance traditions in the creation and performance of original choreography.
1.4.12.A.4	Compare and contrast diverse choreographic pieces and discuss how exposure to different cultural influences affect emotional, intellectual, and kinesthetic responses broadens perceptions.
1.4.12.B.1	Develop and employ rubrics and holistic scoring guides to critique dance masterworks from diverse cultural contexts and historical eras, as well as self and peer-generated choreography, using the elements of dance (e.g., time, space and energy) and principles of design (e.g., repetition, balance, emphasis, unity, variety, and rhythm) to evaluate works dance.
1.4.12.B.2	Critique the technical proficiency and presentation in created dance works using a rubric that defines (e.g., Ballet: spinal alignment, turnout, ballet vocabulary; Modern: off vertical dynamic alignment, full dynamic range use of weight, body articulation/connectivity; Jazz: technical clarity, rhythmic acuity, accuracy of movement, direction of focus).
1.4.12.B.2	Use a rubric to define how the significance and meaning may impact perceptions in dance works (e.g., musicality, focus, style, and dynamic range).
1.4.12.B.3	Compare, contrast and define the role of dance creation and performance in a global society.
1.4.12.B.3	Research and document how technology influences the creation and performance of dance for consumers, creators, and performers around the world.

INSTRUCTIONAL PROGRESSION	
Concept/Skill	Evidence of Learning
Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
Art and art-making reflect and affect the role of technology in a global society.	Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Montclair Public Schools Instructional Unit

Content:	DANCE	Grade:	9-12
Marking Period:	QUARTER/SEMESTER FULL YEAR	Unit Title:	History of the Arts and Culture
		Pacing:	UNIT 5

ESSENTIAL QUESTIONS

All students will understand the role, development, and influence of the arts throughout history and across cultures.

TARGET STANDARDS

NJCCCS	Student Learning Objective
1.2.12.A.1	Examine the historical progressions of attention to social distance and spatial relationships among performers in vernacular dances of western cultures (e.g., <i>Pavane, the Waltz, Jitterbug, Minuet, etc.</i>). Create and perform movement sequences emphasizing the use of varied social distance as the primary focus of movement invention (e.g., gesture, level, direction, pathway, focus).
1.2.12.A.1	Observe how choreographic use of space is employed to create/support ambiance in culturally-based, historically significant dance master works (e.g., Agnes DeMille’s <i>Rodeo</i> , Martha Graham’s <i>Application Spring</i> , Michel Fokine’s <i>Petrouchka</i> , and George Balanchine’s <i>Serenade</i> etc.).
1.2.12.A.1	Examine attitudes towards time in diverse world culture dances through history (e.g., <i>Galliard/Pavans</i> in French court dancing, <i>Allegro and Adagio</i> phrases in Ballet, slow motion in <i>Buto</i> dance, Merce Cunningham’s deconstruction of time in modern dance, <i>Pattin’ Juba dances of Giouba</i> , Haitian <i>Djouba</i> dance), <i>Flamenco</i> , new western approaches to scored sound as music such as in the Broadway show <i>Stomp</i> etc.). Create and perform a movement sequence emphasizing the dance element of time.
1.2.12.A.1	Differentiate dance works from various world cultures and historical eras that focus on applications of variations in energy (e.g., Alvin Ailey’s <i>Revelations</i> , <i>Aureole</i> by Paul Taylor, and <i>Moor’s Pavane</i> by José Limon etc.). Create and perform a movement sequence using the dance element energy (e.g., sharp vs. sustained, strong vs. light, free vs. bound) as the primary influence of choreographic invention.
1.2.12.A.2	Compare and contrast the impact of technology on dance performances from diverse cultures and historical eras (e.g., Bollywood productions, -Fred Astaire dancing on the ceiling Royal Wedding, Chris Zeigler's CELLBYTES 2000 – a virtual dance created in a motion capture lab, Ghost Stories by Bill T. Jones, Troika Ranch’s use of body sensors enabling dancing interactively with space using electronic triggers etc.). Create a movement sequence that uses technology to enhance the visual experience.

INSTRUCTIONAL PROGRESSION

Concept/Skill	Evidence of Learning
Cultural and historical events impact art-making as well as how audiences respond to works of art.	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

DIFFERENTIATION			
Special Education	ELL	Rtl	
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following Rtl framework • Rtl Intervention Bank • Foundations Double-Dose (Tier II) • LLI (Tier III) • NJDOE resources 	
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY			
21 st Century/ Interdisciplinary Themes: Bold all that apply		21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion			
<ul style="list-style-type: none"> • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. • Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Epson Interactive Whiteboard Applications 			
Evidence of Student Learning			
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics 	<ul style="list-style-type: none"> • Teacher-student conferences • Running records 	<ul style="list-style-type: none"> • Students' published work • Unit tests 	<ul style="list-style-type: none"> • Quizzes • Performance Assessments