

## MUSIC AND THEATER – NJCCCS and CPIs

**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.

### **B. Music**

**NOTE:** By the end of [grade 2](#), ALL students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in MUSIC.

- Explore the [elements of music](#) through verbal and written responses to diverse aural prompts and printed scores.
- Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
- Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
- Categorize families of instruments and identify their associated musical properties.

**NOTE:** By the end of [grade 5](#), ALL students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in MUSIC.

- Identify the [elements of music](#) in response to aural prompts and printed music notational systems.
- Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

**NOTE:** By the end of [grade 8](#), those students choosing MUSIC as their required area of specialization demonstrate [COMPETENCY](#) in the following content knowledge and skills.

- Analyze the application of the [elements of music](#) in diverse Western and non-Western musical works from different [historical eras](#) using active listening and by reading and interpreting written scores.
- Compare and contrast the use of structural forms and the manipulation of the [elements of music](#) in diverse styles and genres of musical compositions.

**NOTE:** By the end of [grade 12](#), those students choosing MUSIC as their required area of specialization demonstrate [PROFICIENCY](#) in the following content knowledge and skills.

- 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.
- Synthesize knowledge of the [elements of music](#) in the deconstruction and performance of complex musical scores from diverse cultural contexts.

### **C. Theatre**

**NOTE:** By the end of [grade 8](#), those students choosing THEATRE as their required area of specialization demonstrate [COMPETENCY](#) in the following content knowledge and skills.

- Analyze the structural components of plays and performances from a variety of Western and non-Western theatrical traditions and from different [historical eras](#).
- Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training.
- Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character.
- Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company.

**NOTE:** By the end of [grade 12](#), those students choosing THEATRE as their required area of specialization demonstrate [PROFICIENCY](#) in the following content knowledge and skills.

- Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
- 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.
- 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.

**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.

**NOTE:** By the end of [grade 2](#), ALL students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

**NOTE:** By the end of [grade 5](#), ALL students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive [art genres](#) in dance, music, theatre, and visual art.
- Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

**NOTE:** By the end of [grade 8](#), all students demonstrate [COMPETENCY](#) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.

- Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.
- Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

**NOTE:** By the end of [grade 12](#), all students demonstrate [PROFICIENCY](#) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.

- Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 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](#).

**1.3 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.

#### **B. Music**

**NOTE:** For those [preschool](#) programs that offer appropriate time and frequency of instruction, all students attain foundational skills that later lead to [BASIC LITERACY](#) in MUSIC.

- Sing a variety of songs with expression, independently and with others.
- Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.
- Clap or sing songs with repetitive phrases and rhythmic patterns.
- Listen to, imitate, and improvise sounds, patterns, or songs.

**NOTE:** By the end of [grade 2](#), ALL students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in MUSIC.

- Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
- Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
- Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
- Vocalize the [home tone](#) of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
- Improvise short tonal and rhythmic patterns over [ostinatos](#), and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
- Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
- Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

**NOTE:** By the end of [grade 5](#), ALL students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in MUSIC. Sing or play music from complex notation, using notation systems in treble and bass clef, [mixed meter](#), and [compound meter](#).

- Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
- Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
- Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

**NOTE:** By the end of [grade 8](#), those students choosing MUSIC as their required area of specialization demonstrate [COMPETENCY](#) in the following content knowledge and skills.

- Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
- Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.
- Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style.

**NOTE:** By the end of [grade 12](#), those students choosing MUSIC as their required area of specialization demonstrate [PROFICIENCY](#) in the following content knowledge and skills.

- 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.
- Analyze how the [elements of music](#) are manipulated in original or prepared musical scores.
- 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.
- 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.

### C. Theatre

**NOTE:** By the end of [grade 8](#), those students choosing THEATRE as their required area of specialization demonstrate [COMPETENCY](#) in the following content knowledge and skills.

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

By the end of [grade 12](#), those students choosing THEATRE as their required area of specialization demonstrate [PROFICIENCY](#) in the following content knowledge and skills.

- Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.
- 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](#).

**1.4 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.

#### **A. Aesthetic Responses**

**NOTE:** For those [preschool](#) programs that offer appropriate time and frequency of instruction, all students attain foundational skills that later lead to [BASIC LITERACY](#) in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Begin to demonstrate appropriate audience skills during creative movement and dance performances.
- Describe feelings and reactions in response to a creative movement/dance performance.
- Begin to demonstrate appropriate audience skills during recordings and music performances.
- Describe feelings and reactions in response to diverse musical genres and styles.
- Begin to demonstrate appropriate audience skills during storytelling and performances.
- Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
- Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.

**NOTE:** By the end of [grade 2](#), ALL students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Identify aesthetic qualities of [exemplary works](#) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

**NOTE:** By the end of [grade 5](#), ALL students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 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).

**NOTE:** By the end of [grade 8](#), all students demonstrate [COMPETENCY](#) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.

- Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
- Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
- Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
- Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
- Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
- Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.

**NOTE:** By the end of [grade 8](#), all students demonstrate [PROFICIENCY](#) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.

- 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.
- Speculate on the artist's intent, using [discipline-specific arts terminology](#) and citing embedded clues to substantiate the hypothesis.

- 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.
- Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

### **B. Critique Methodologies**

**NOTE:** By the end of [grade 2](#), ALL students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- Apply the principles of positive critique in giving and receiving responses to performances.
- Recognize the main subject or theme in works of dance, music, theatre, and visual art.

**NOTE:** By the end of [grade 5](#), ALL students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- Define technical proficiency, using the [elements of the arts and principles of design](#).
- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

**NOTE:** By the end of [grade 8](#), all students demonstrate [COMPETENCY](#) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL ART.

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

**NOTE:** By the end of grade 12, all students demonstrate [PROFICIENCY](#) in the following content knowledge and skills for their required area of specialization in DANCE, MUSIC, THEATRE, or VISUAL 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](#).
- 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.
- 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.