

How can **Note Knacks** help your students achieve the New Jersey State Standards?

By The End of Preschool

1.3 Performance

COMPLEMENTS 1.3.P.B.1 Sing a variety of songs with expression, independently and with others.

COMPLEMENTS AND EXCEEDS 1.3.P.B.2 Use a variety of musical instruments to create music, alone and/or with others, using different beats, tempos, dynamics, and interpretations.

COMPLEMENTS AND EXCEEDS 1.3.P.B.3 Clap or sing songs with repetitive phrases and rhythmic patterns.

MEETS AND EXCEEDS 1.3.P.B.4 Listen to, imitate, and improvise sounds, patterns, or songs

COMPLEMENTS 1.3.P.B.5 Participate in and listen to music from a variety of cultures and times.

MEETS AND EXCEEDS 1.3.P.B.6 Recognize and name a variety of music elements using appropriate music vocabulary.

1.4 Aesthetic Responses and Critique Methodologies

COMPLEMENTS 1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.

COMPLEMENTS AND EXCEEDS 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.

COMPLEMENTS 1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.

COMPLEMENTS 1.4.P.A.4 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.

MEETS 1.4.P.A.5 Begin to demonstrate appropriate audience skills during creative movement and dance performances.

MEETS AND EXCEEDS 1.4.P.A.6 Begin to demonstrate appropriate audience skills during recordings and music performances.

MEETS 1.4.P.A.7 Begin to demonstrate appropriate audience skills during storytelling and performances.

By The End of Grade 2

1.1 The Creative Process

MEETS AND EXCEEDS 1.1.2.B.1 Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores

COMPLEMENTS, MEETS AND EXCEEDS 1.1.2.B.2 Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

COMPLEMENTS, MEETS AND EXCEEDS 1.1.2.B.3 Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.

1.2 History of the Arts and Culture

COMPLEMENTS 1.2.2.A.1 Identify characteristic theme-based works of music such as artworks based on the themes of family and community, from various historical periods and world cultures.

COMPLEMENTS 1.2.2.A.2 Identify how artists and specific works of music reflect, and are affected by, past and present cultures.

1.3 Performance

COMPLEMENTS, MEETS AND EXCEEDS 1.3.2.B.1 Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.

COMPLEMENTS 1.3.2.B.2 Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.

COMPLEMENTS 1.3.2.B.3 Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.

COMPLEMENTS 1.3.2.B.4 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.

MEETS AND EXCEEDS 1.3.2.B.5 Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.

COMPLEMENTS, MEETS AND EXCEEDS 1.3.2.B.6 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.

COMPLEMENTS AND EXCEEDS 1.3.2.B.7 Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.

1.4 Aesthetic Responses and Critique Methodologies

COMPLEMENTS 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in music and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

COMPLEMENTS 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

COMPLEMENTS 1.4.2.A.3 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).

COMPLEMENTS 1.4.2.A.4 Distinguish patterns in nature found in works of music.

MEETS AND EXCEEDS 1.4.2.B.1 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.

MEETS AND EXCEEDS 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

COMPLEMENTS 1.4.2.B.3 Recognize the making subject or theme in works of music.

By The End of Grade 5

1.1 The Creative Process

MEETS AND EXCEEDS 1.1.5.B.1 Identify the elements of music in response to aural prompts and printed music notational systems.

COMPLEMENTS, MEETS AND EXCEEDS 1.1.5.B.2 Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

1.2 History of the Arts and Culture

COMPLEMENTS 1.2.5.A.1 Recognize works of music as a reflection of societal values and beliefs

COMPLEMENTS AND EXCEEDS 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in music.

COMPLEMENTS 1.2.5.A.3 Determine the impact of significant contributions of individual artists in music from diverse cultures throughout history.

1.3 Performance

COMPLEMENTS, MEETS AND EXCEEDS 1.3.5.B.1 Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

COMPLEMENTS 1.3.5.B.2 Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

COMPLEMENTS, MEETS AND EXCEEDS 1.3.5.B.3 Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.

COMPLEMENTS 1.3.5.B.4 Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

1.4 Aesthetic Responses and Critique Methodologies

COMPLEMENTS AND EXCEEDS 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of music according to established classifications.

COMPLEMENTS AND EXCEEDS 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

COMPLEMENTS, MEETS AND EXCEEDS 1.4.5.A.3 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).

COMPLEMENTS 1.4.5.B.1 Assess the application of the elements of art and principles of design in music using observable, objective criteria.

COMPLEMENTS 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

COMPLEMENTS AND EXCEEDS 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of music.

COMPLEMENTS AND EXCEEDS 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of music.