

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

## *By The End of Preschool*

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### 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*

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### 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

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## 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.