Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Responding Connecting	**Standard #: 1** **Generating and conceptualizing ideas.** **Standard #: 5** **Description: Selecting, analyzing and interpreting work.** **Standard #: 9** **Description: Interpreting intent and meaning.** **Standard #: 10** **Description: Synthesizing and relating knowledge and personal experiences to create products.**	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating ● Imagine ● Plan/Make ● Evaluate/Refine **Performing** ● Rehearse/Evaluate/Refine ● Select/Analyze/Interpret ● Present	**Proficient** 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. 1.3C.12prof.Cr3b: Share personally	**Activity Description**: Unit Title: Embracing Diversity: Exploring Music from Different Cultures Unit Overview: In this unit, students will explore the rich diversity of musical traditions from around the world. They will compose, improvise, and share melodies, rhythmic passages, and arrangements that reflect characteristic elements of

Responding
- Select/Analyze
- Evaluate
- Interpret

Connecting
- Interconnect

developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

Proficient
1.3C.12prof.Pr4: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Proficient
1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Proficient
1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

music from various historical periods and cultures. Through collaborative activities and reflective discussions, students will deepen their understanding of diversity and inclusion in music while developing their musical skills and creativity.

Unit Duration: One marking period (approximately 9-10 weeks)

Unit Objectives:

1. Students will compose and improvise ideas for melodies, rhythmic passages, and arrangements that reflect characteristic elements of music from a variety of historical periods or cultures studied in rehearsal.
2. Students will share personally developed melodies, rhythmic passages, and arrangements that address identified purposes, either individually or as an ensemble.
3. Students will demonstrate how compositional devices and theoretical aspects of musical works impact and inform prepared or improvised performances, using music reading skills where appropriate.
4. Students will evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
5. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, exploring connections between musical diversity and personal expression.

Sessions 1-2: Introduction to Musical Diversity

- Introduce students to the concept of musical diversity, discussing the importance of exploring music from different cultures and traditions.
- Listen to and analyze examples of music from various cultures and historical periods, identifying characteristic elements such as melody, rhythm, harmony, and instrumentation.

Enduring Understanding/s:	**Essential Question/s:**
1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	1. How do musicians generate creative ideas? 2. How do performers select repertoire?

2. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

3. Through their use of elements and structures of music, creators and performers.

4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*
SEL/Create: (1) Generate and conceptualize artistic ideas and work.	**SEL/Create:** CONSOLIDATED EU: Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed
SEL/Perform: (5) Analyze, interpret & select artistic work for presentation.	CONSOLIDATED EQ: How do artists generate creative ideas?
SEL/Respond: (9) Perceive and analyze artistic work.	**SEL/Perform:** CONSOLIDATED EU: Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.
SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.	

3. How do we discern the musical creators' and performers' expressive intent?

4. How do musicians make meaningful connections to creating, performing, and responding?

- Discuss the cultural contexts and meanings behind the music, exploring how music reflects and shapes the identity and values of different communities.

Sessions 3-4: Composing Melodies and Rhythmic Passages

- Guide students in composing melodies and rhythmic passages inspired by music from different cultures and historical periods.
- Provide opportunities for students to experiment with different scales, modes, and rhythmic patterns associated with specific cultural traditions.
- Encourage students to reflect on the expressive intent and purpose of their compositions, considering how they can convey cultural diversity and inclusivity through music.

Sessions 5-6: Arranging Music for Ensemble Performance

- Teach students the fundamentals of arranging music for ensemble performance, with a focus on incorporating diverse cultural elements into their arrangements.
- Assign students to small groups and task them with arranging a piece of music or composing an original piece that combines elements from multiple cultural traditions.
- Facilitate rehearsals and peer feedback sessions to refine the arrangements and address expressive challenges in ensemble performance.

Sessions 7-8: Rehearsal and Performance

- Rehearse and polish student arrangements and compositions for ensemble performance.
- Provide opportunities for students to perform their compositions for the class, highlighting the diverse cultural influences and expressive qualities of the music.

CONSOLIDATED EQ:
How do artists select repertoire? How does understanding the structure and context of art works inform performance and presentation?
How do artists interpret their works?

SEL/ Respond:
CONSOLIDATED EU:
The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ:
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Connect:
CONSOLIDATED EU:
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ:
How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

- Encourage students to reflect on their performance experiences and the impact of cultural diversity on their musical expression and understanding.

Sessions 9-10: Reflection and Evaluation

- Lead discussions on the importance of diversity and inclusion in music, considering how exposure to diverse musical traditions enriches our understanding and appreciation of the world.
- Have students evaluate their own works and performances based on criteria developed collaboratively with the class, considering structural, expressive, and cultural aspects.
- Reflect on personal growth and learning experiences throughout the unit, considering how interests, knowledge, and skills have influenced choices and intentions in creating, performing, and responding to music.

Assessment:

- Composition portfolios: Assess students' compositions based on their creativity, effectiveness in reflecting characteristic elements of music from different cultures, and alignment with identified purposes.
- Performance evaluations: Evaluate students' ensemble performances based on their ability to interpret and convey the diverse cultural influences of the music, considering expressive intent and technical proficiency.
- Reflective journals: Have students write reflective journals to document their learning process, personal connections to the material, and growth in understanding musical diversity and inclusion.

Interdisciplinary Connections:

		● Social Studies/History: Explore the historical and cultural contexts of music from different regions and time periods, considering how historical events and societal values have shaped musical traditions. ● Language Arts: Analyze the lyrics and poetry associated with different musical traditions, exploring themes of identity, community, and social justice.

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format.	**Benchmarks:** ● Performance Tests - Rubric Evaluations ● Recording assignments ● Written Tests/Quizzes **Summative Assessments:** ● In-class Performances ● School/community/festival performances

Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials*

Core Resources	Alternate Core Resources *IEP/504/At-Risk/ESL*	ELL Core Resources	Gifted & Talented Core Resources
● Musical Instruments ● Tuners and Metronomes ● Recording Equipment ● John McAllister, *Comprehensive Warm-Ups* (johnmcallistermusic.com, (2019)	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quizzes or test to their individual	● Allow access to supplemental materials, including the use of online bilingual dictionaries. ● Meet with an ELL trained or inclusion teacher prior to	● Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.

• John McAllister, *Folk Song Chorales* (2014) • Claude T. Smith, Jensen Publications, *Symphonic Warm-Ups for Band* (1982) • J. E. Skornicka and Robert Miller, *Rubank Intermediate Method*, Hal-Leonard Publications (1936) • Carol Ann Tomlinson, *Responding to the Needs of All Learners*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999). • John McCarthy, *So All Can Learn: A Practical Guide to Differentiation*, Rowman & Littlefield Publishers (2017) • musictheory.net - Lessons & Exercises for Music Theory • musictheory.net/piano - Visual Piano • sightreadingfactory.com	needs, as well as to discuss whether or not homework is appropriate. • Provide access to an individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.	initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	
Supplemental Resources			

Technology:
- Assistive technology may be required for students with IEPs and 504s. Access to computers with screen readers, voice recognition software, and talking word processing applications may be beneficial. Some students with limited verbal abilities may require access to assistive communication devices and tablets that can be accessed through the school's speech therapist.
- SMARTBoard

- Noteflight Notation Software
- Music learning websites listed above

Other:
- N/A

Differentiated Student Access to Content: Recommended *Strategies & Techniques*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • Provide easy access to course resources so the student can utilize materials within the classroom or at home to reiterate content learned within the course.	• Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc). • Allow additional time to complete classwork as needed, when required according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional	• Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	• Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.

	individual instruction time as needed. ● Modify test content and/or format, allowing students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:** ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Global and Cultural Awareness	
	Core Ideas:	Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.
	Performance Expectation/s:	● There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. ● Career planning requires purposeful planning based on research, self-knowledge, and informed choices. ● With a growth mindset, failure is an important part of success. ● Innovative ideas or innovation can lead to career opportunities. ● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	Career Readiness, Life Literacies, & Key Skills Practices	

	__X__CRP1. Act as a responsible and contributing citizen and employee. __X__CRP2. Apply appropriate academic and technical skills. __X__CRP3. Attend to personal health and financial well-being. __X__CRP4. Communicate clearly and effectively and with reason. __X__CRP5. Consider the environmental, social and economic impacts of decisions. __X__CRP6. Demonstrate creativity and innovation. __X__CRP7. Employ valid and reliable research strategies. __X__CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. __X__CRP9. Model integrity, ethical leadership and effective management. __X__CRP10. Plan education and career paths aligned to personal goals. __X__CRP11. Use technology to enhance productivity. __X__CRP12 Work productively in teams while using cultural global competence.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*