

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit
Creating Performing Responding Connecting	Standard #: 3 Description: Refining and completing products. Standard #: 4 Description: Developing and refining techniques and models or steps needed to create products. Standard #: 8 Description: Interpreting intent and meaning. Standard #: 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Artistic Practice:	Performance Expectation/s:	
Creating <ul style="list-style-type: none"> ● Imagine ● Plan/Make ● Evaluate/Refine Performing <ul style="list-style-type: none"> ● Rehearse/Evaluate/Refine ● Select/Analyze/Interpret 	Proficient 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Cr3b: Share personally	Activity Description: Unit Title: Music as a Catalyst for Environmental Awareness Unit Overview:

<ul style="list-style-type: none"> • Present <p>Responding</p> <ul style="list-style-type: none"> • Select/Analyze • Evaluate • Interpret <p>Connecting</p> <ul style="list-style-type: none"> • Interconnect 	<p>developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>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.</p> <p>Proficient 1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.</p> <p>Proficient 1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>In this unit, students will explore the theme of climate change through music composition, performance, and reflection. They will evaluate and refine draft melodies, rhythmic passages, and arrangements that address identified purposes related to environmental advocacy. Through collaborative activities and discussions, students will deepen their understanding of climate change issues and develop their musical skills while advocating for positive environmental action.</p> <p>Unit Duration: One marking period (approximately 9-10 weeks)</p> <p>Unit Objectives:</p> <ol style="list-style-type: none"> 1. Students will evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, focusing on the extent to which they address identified purposes related to climate change advocacy. 2. Students will share personally developed melodies, rhythmic passages, and arrangements that address identified purposes, either individually or as an ensemble, promoting environmental awareness through music. 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 explain and support interpretations of the expressive intent and meaning of musical works related to climate change, citing evidence from the treatment of musical elements, contexts, and personal research. 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 music and environmental advocacy.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Performers' interest in and knowledge of musical works, understanding of their own technical</p>	<p>1. How do musicians improve the quality of their creative work?</p>	<p>Sessions 1-2: Understanding Climate Change</p>

<p>skill, and the context for a performance influence the selection of repertoire.</p> <p>2. To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>3. Through their use of elements and structures of music, creators and performers.</p> <p>4. Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.</p>	<p>2. How do musicians improve the quality of their performance?</p> <p>3. How do we discern the musical creators' and performers' expressive intent?</p> <p>4. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<ul style="list-style-type: none"> ● Introduce students to the concept of climate change, discussing its causes, impacts, and potential solutions. ● Listen to and analyze music that addresses environmental themes, exploring how composers use music to convey messages about climate change and sustainability. ● Discuss the role of music in raising awareness, inspiring action, and fostering empathy towards environmental issues. <p>Sessions 3-4: Composing Melodies and Rhythmic Passages</p> <ul style="list-style-type: none"> ● Guide students in composing melodies and rhythmic passages that reflect the urgency and importance of addressing climate change. ● Provide opportunities for students to experiment with different musical styles and techniques to convey environmental themes, such as using dissonance to represent environmental degradation or incorporating natural sounds into compositions. ● Encourage students to reflect on the emotional and expressive qualities of their compositions, considering how they can evoke empathy and inspire action among listeners.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Sessions 5-6: Arranging Music for Ensemble Performance</p>
<p>SEL/Create: (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform: (4) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond: (8) Interpret intent and meaning in artistic work.</p> <p>SEL/Connect: (11) Relate artistic ideas and works with societal,</p>	<p>SEL/Create: CONSOLIDATED EU: Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.</p> <p>CONSOLIDATED EQ: How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform:</p>	<ul style="list-style-type: none"> ● Teach students the fundamentals of arranging music for ensemble performance, with a focus on adapting compositions to different instrumental sections. ● Assign students to small groups and task them with arranging a piece of music or composing an original piece that promotes environmental awareness. ● Facilitate rehearsals and peer feedback sessions to refine the arrangements and address expressive challenges in ensemble performance. <p>Sessions 7-8: Rehearsal and Performance</p> <ul style="list-style-type: none"> ● Rehearse and polish student arrangements and compositions for ensemble performance.

<p>cultural and historical context to deepen understanding.</p>	<p>CONSOLIDATED EU: Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, & refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ: How do artists improve the quality of their presentation/performance?</p> <p><i>SEL/ Respond:</i> CONSOLIDATED EU: The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ: How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p><i>SEL/Connect:</i> CONSOLIDATED EU: People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ: What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an</p>	<ul style="list-style-type: none"> ● Provide opportunities for students to perform their compositions for the class, highlighting the environmental themes and messages conveyed through music. ● Encourage students to engage with their audience and discuss the importance of environmental activism and stewardship. <p>Sessions 9-10: Reflection and Evaluation</p> <ul style="list-style-type: none"> ● Lead discussions on the impact of music as a tool for environmental advocacy, considering how music can inspire change and foster a sense of global solidarity. ● Have students reflect on their composition and performance experiences, considering how their interests, knowledge, and skills have influenced their choices and intentions in creating, performing, and responding to music related to climate change. ● Evaluate student compositions, performances, and reflections based on established criteria, emphasizing the connections between music, environmental advocacy, and personal expression. <p>Assessment:</p> <ul style="list-style-type: none"> ● Composition portfolios: Assess students' compositions based on their effectiveness in addressing identified purposes related to climate change advocacy, creativity, and alignment with established criteria. ● Performance evaluations: Evaluate students' ensemble performances based on their ability to interpret and convey the environmental themes and messages 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 the role of music in environmental advocacy. <p>Interdisciplinary Connections:</p>
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	<p>artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?</p>	<ul style="list-style-type: none"> • Science: Explore the scientific principles of climate change, discussing topics such as greenhouse gas emissions, global warming, and the impact on ecosystems. • Social Studies/History: Examine the historical context of environmental activism movements and climate change advocacy, discussing key events, figures, and milestones. • Language Arts: Analyze lyrics and poetry related to environmental themes, exploring how language can be used to convey messages about nature, conservation, and sustainability. • Technology/Engineering: Incorporate technology into music composition and performance, using digital tools to create and manipulate sounds, as well as multimedia platforms to share and promote student compositions addressing climate change.
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Peer and self feedback in critical response format. 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Performance Tests - Rubric Evaluations • Recording assignments • Written Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • In-class Performances • School/community/festival performances
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>
<p>Gifted & Talented Core Resources</p>		

<ul style="list-style-type: none">• Musical Instruments• Tuners and Metronomes• Recording Equipment• John McAllister, <i>Comprehensive Warm-Ups</i> (johnmcallisttermusic.com, (2019)• John McAllister, <i>Folk Song Chorales</i> (2014)• Claude T. Smith, Jensen Publications, <i>Symphonic Warm-Ups for Band</i> (1982)• J. E. Skornicka and Robert Miller, <i>Rubank Intermediate Method</i>, Hal-Leonard Publications (1936)• Carol Ann Tomlinson, <i>Responding to the Needs of All Learners</i>, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999).• John McCarthy, <i>So All Can Learn: A Practical Guide to Differentiation</i>, Rowman & Littlefield Publishers (2017)• musictheory.net - Lessons & Exercises for Music Theory• musictheory.net/piano - Visual Piano• sightreadingfactory.com	<ul style="list-style-type: none">• 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 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.	<ul style="list-style-type: none">• Allow access to supplemental materials, including the use of online bilingual dictionaries.• Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.	<ul style="list-style-type: none">• Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.
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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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.

	<p>according to students' IEP or 504 plan. Break assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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. 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Global and Cultural Awareness 	
	<p>Core Ideas:</p>	<p>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.</p>
	<p>Performance Expectation/s:</p>	<ul style="list-style-type: none"> • 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

		<p>problem-solving process, particularly for global issues where diverse solutions are needed.</p> <ul style="list-style-type: none"> 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	
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being. <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.</p>	

New Jersey Legislative Statutes and Administrative Code
 (place an "X" before each law/statute if/when present within the curriculum map)

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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