

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	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 #: 3 Description: Refining and completing products. Standard #: 6 Description: Conveying meaning through art. Standard #: 7 Description: Perceiving and analyzing products. Standard #: 10 Description: Synthesizing and relating knowledge and personal experiences to create products.	
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 ● Present 	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. Proficient 1.3C.12prof.Pr5a: Develop strategies to	Activity Description: Unit Title: Celebrating Diversity in Music: Embracing LGBT and Disability Representation Unit Overview: In this unit, students will explore the themes of LGBT representation and disability awareness through music composition, performance, and

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Proficient 1.3C.12prof.Re7a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context. 1.3C.12prof.Re7b: Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.</p> <p>Proficient 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p>	<p>reflection. They will evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations that address identified purposes related to promoting diversity and inclusion. Through collaborative activities and discussions, students will deepen their understanding of LGBT and disability issues and develop their musical skills while advocating for diversity and social justice.</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 LGBT and disability representation. 2. Students will develop strategies to address expressive challenges in a varied repertoire of music, using feedback from ensemble peers and other sources to refine performances that promote diversity and inclusion. 3. Students will apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context, particularly regarding LGBT and disability representation. 4. Students will explain how the analysis of passages and understanding the manipulation of musical elements informs their response to music, especially in relation to themes of LGBT and disability representation. 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 social advocacy for diversity and inclusion. <p>Sessions 1-2: Introduction to LGBT and Disability Representation</p> <ul style="list-style-type: none"> ● Introduce students to the concepts of LGBT representation and disability awareness in music.
<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 skill, and the context for a performance influence the selection of repertoire.</p> <p>2. Musicians judge performance based on criteria that vary across</p>	<p>1. How do musicians improve the quality of their creative work?</p> <p>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	

<p>time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>3. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>3. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>4. How do musicians make meaningful connections to creating, performing, and responding?</p>	<ul style="list-style-type: none"> Listen to and analyze music by LGBT and disabled composers, exploring how their identities and experiences influence their compositions. Discuss the importance of representation and inclusion in music, highlighting the contributions of LGBT and disabled musicians to the musical canon. <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 experiences and perspectives of LGBT individuals and people with disabilities. Provide opportunities for students to explore different musical styles and genres associated with LGBT and disability communities. Encourage students to incorporate compositional devices and techniques from diverse cultural traditions into their compositions, emphasizing authenticity and cultural sensitivity.
<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: (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond: (7) Perceive and analyze artistic work.</p> <p>SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.</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: CONSOLIDATED EU: Artists judge presentation/performance based on criteria that vary across time,</p>	<ul style="list-style-type: none"> Teach students the fundamentals of arranging music for ensemble performance, with a focus on repertoire that addresses LGBT and disability themes. Assign students to small groups and task them with arranging a piece of music or composing an original piece inspired by LGBT or disability experiences. 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>place, and cultures. The context and how a work is presented influences the audience response.</p> <p>CONSOLIDATED EQ: When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audience's response?</p> <p><i>SEL/ Respond:</i> CONSOLIDATED EU: Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works.</p> <p>CONSOLIDATED EQ: How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p><i>SEL/Connect:</i> CONSOLIDATED EU: Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ: How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p>	<ul style="list-style-type: none">● Provide opportunities for students to perform their compositions for the class, emphasizing the connection between music and social justice advocacy for LGBT and disability representation.● Encourage students to reflect on the emotional and thematic elements of their music and how they contribute to diversity and inclusion in the musical landscape. <p>Sessions 9-10: Reflection and Evaluation</p> <ul style="list-style-type: none">● Lead discussions on the role of music in promoting diversity, inclusion, and social justice, particularly in relation to LGBT and disability representation.● Have students reflect on their learning experience and personal growth throughout the unit, considering how their interests, knowledge, and skills have influenced their choices and intentions in creating, performing, and responding to music with a focus on LGBT and disability themes.● Evaluate student compositions, performances, and reflections based on established criteria, emphasizing the connections between music, identity, and social advocacy for diversity and inclusion. <p>Assessment:</p> <ul style="list-style-type: none">● Composition portfolios: Assess students' compositions based on their creativity, effectiveness in reflecting LGBT and disability themes, and incorporation of compositional devices and techniques from diverse cultural traditions.● Performance evaluations: Evaluate students' ensemble performances based on their ability to convey messages about LGBT and disability representation through music and their understanding of how expressive elements impact and inform performances.● 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 promoting diversity and social justice.
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<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.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <p><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.</p> <p><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p><input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.</p> <p><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.</p> <p><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.</p> <p><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.</p> <p><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.</p> <p><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>	X	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>	Standards in Action: <i>Climate Change</i>