

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	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 #: 2 Organizing and developing ideas. Standard #: 6 Description: Conveying meaning through art. 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 ● Present 	Proficient 1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Activity Description: Unit Title: Exploring Musical Diversity Through Historical Periods Unit Overview: In this unit, students will delve into the rich tapestry of music history, exploring various historical periods and their characteristic musical styles. Through the selection and development of draft melodies, rhythmic passages,

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>Proficient 1.3C.12prof.Pr5a: Develop strategies to 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.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>and arrangements, students will demonstrate an understanding of the distinctive features of each period. They will also develop strategies to address expressive challenges within a diverse repertoire of music, while explaining and supporting interpretations of the expressive intent and meaning of musical works. Additionally, students will reflect on how their interests, knowledge, and skills influence their personal choices and intentions in creating, performing, and responding to music.</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 select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate an understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. 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. 3. Students will explain and support interpretations of the expressive intent and meaning of musical works, citing evidence from the treatment of musical elements, contexts, and personal research. 4. 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.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<ol style="list-style-type: none"> 1. Musicians' creative choices are influenced by their expertise, context and expressive intent. 2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. 	<ol style="list-style-type: none"> 1. How do musicians make creative decisions? 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>Sessions 1-2: Introduction to Musical Diversity and Historical Periods</p> <ul style="list-style-type: none"> ● Introduce students to the concept of musical diversity and its significance in understanding different historical periods. ● Explore key characteristics of various historical periods such as Baroque, Classical, Romantic, and Contemporary, focusing on musical styles, forms, and techniques.

<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>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"> ● Listen to representative works from each period and analyze their structural elements, expressive qualities, and historical context. <p>Sessions 3-4: Selecting and Developing Melodies</p> <ul style="list-style-type: none"> ● Guide students in selecting and developing draft melodies that reflect the characteristic features of specific historical periods. ● Provide opportunities for students to experiment with different melodic patterns, motifs, and themes associated with each period. ● Encourage students to consider the expressive intent and meaning of their melodies in relation to the stylistic conventions of the chosen period.
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	<p>Sessions 5-6: Crafting Rhythmic Passages</p> <ul style="list-style-type: none"> ● Explore rhythmic characteristics of different historical periods, focusing on rhythmic patterns, meters, and tempos. ● Guide students in crafting rhythmic passages that complement their selected melodies and reflect the rhythmic conventions of the chosen period. ● Provide opportunities for students to refine their rhythmic passages through rehearsal and feedback sessions, emphasizing precision and expression in performance. <p>Sessions 7-8: Arranging Music for Ensemble Performance</p> <ul style="list-style-type: none"> ● Teach students the fundamentals of arranging music for ensemble performance, with a focus on adapting melodies and rhythmic passages to different instrumental sections. ● Assign students to small groups and task them with arranging a piece of music or composing an original piece inspired by a specific historical period. ● Facilitate rehearsals and peer feedback sessions to refine the arrangements and address expressive challenges in ensemble performance.
<p>SEL/Create: (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform: (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond: (8) Interpret intent and meaning in artistic work.</p> <p>SEL/Connect: (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>SEL/Create: CONSOLIDATED EU: Artists organize and develop creative ideas by balancing what is known with what is new.</p> <p>CONSOLIDATED EQ: How do artists make creative decisions?</p> <p>SEL/Perform: CONSOLIDATED EU: Artists judge presentation/performance based on criteria that vary across time, 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</p>	

	<p>is presented influence the audience's response?</p> <p>SEL/ Respond: 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>SEL/Connect: 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 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>	<p>Sessions 9-10: Reflection and Evaluation</p> <ul style="list-style-type: none">● Lead discussions on the expressive intent and meaning of musical works from different historical periods, considering how compositional devices and stylistic elements contribute to interpretation.● Have students reflect on their learning experience and personal growth, considering how their interests, knowledge, and skills influenced their choices and intentions in creating, performing, and responding to music.● Evaluate student compositions, performances, and reflections based on established criteria, emphasizing the connections between musical diversity, historical context, and personal expression. <p>Assessment:</p> <ul style="list-style-type: none">● Composition portfolios: Assess students' compositions based on their understanding of characteristic features of music from different historical periods, creativity, and effectiveness in achieving specific purposes.● Performance evaluations: Evaluate students' ensemble performances based on their ability to interpret and convey the expressive intent of the music, considering the impact of compositional devices and stylistic elements on performance.● Reflective journals: Have students write reflective journals to document their learning process, personal connections to the material, and growth in understanding musical diversity and historical context. <p>Interdisciplinary Connections:</p> <p>1. History/Social Studies:</p> <ul style="list-style-type: none">● Exploring Historical Context: Collaborate with history teachers to provide students with a deeper understanding of the historical periods being studied in the music curriculum. Discuss how social,
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		<p>political, and cultural events influenced the development of music during each period. Explore primary sources from each era, such as artwork, literature, and historical documents, to provide context for the music.</p> <p>2. English/Language Arts:</p> <ul style="list-style-type: none"> Analyzing Lyrics and Poetry: Integrate language arts skills into music analysis by exploring the lyrics and poetry associated with music from different historical periods. Discuss how themes, imagery, and symbolism in the lyrics reflect the social and cultural context of the time. Encourage students to analyze the relationship between the music and its lyrical content, considering how they work together to convey meaning and emotion. 	
<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>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Performance Tests - Rubric Evaluations Recording assignments Written Tests/Quizzes <p>Summative Assessments:</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 	<ul style="list-style-type: none"> Meet with the student's special education or 	<ul style="list-style-type: none"> Allow access to supplemental materials, 	<ul style="list-style-type: none"> Connect students to related talent development

<ul style="list-style-type: none"> ● Recording Equipment ● John McAllister, <i>Comprehensive Warm-Ups</i> (johnmcallistermusic.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 	<p>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.</p> <ul style="list-style-type: none"> ● 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. 	<p>including the use of online bilingual dictionaries.</p> <ul style="list-style-type: none"> ● 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. 	<p>opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.</p>
<p>Supplemental Resources</p>			

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 according to students’ IEP or 504 plan. Break 	<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>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 problem-solving process, particularly for global issues where diverse solutions are needed. 	

		<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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>