

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 NJSLS-VPA within Unit
Creating Performing Responding Connecting	Standard #: 2 Organizing and developing ideas. Standard #: 4 Description: Developing and refining techniques and models or steps needed to create products. Standard #: 8 Description: Interpreting intent and meaning. 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.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 Styles Through Composition and Performance Unit Overview: In this unit, students will explore various musical styles from different historical periods through composition and performance. They will select 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>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.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p>	<p>develop melodies, rhythmic passages, and arrangements that demonstrate an understanding of characteristic elements from each period. Through analysis, performance, and composition activities, students will deepen their knowledge of music theory and develop their skills in musical expression.</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 understanding of characteristic elements from a variety of historical periods studied in rehearsal. 2. 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. 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 styles and personal preferences.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Sessions 1-2: Introduction to Musical Styles and Historical Periods</p>
<p>1. Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>2. To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas,</p>	<p>1. How do musicians make creative decisions?</p> <p>2. How do musicians improve the quality of their performance?</p>	<ul style="list-style-type: none"> • Introduce students to various musical styles and historical periods, such as Baroque, Classical, Romantic, and Contemporary. • Listen to representative works from each period, analyzing characteristic elements such as melody, harmony, rhythm, and form. • Discuss the cultural and historical contexts that influenced the development of each musical style, exploring connections between music and society.

<p>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>3. How do we discern the musical creators' and performers' expressive intent?</p> <p>4. How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Sessions 3-4: Selecting and Developing Melodies</p> <ul style="list-style-type: none"> ● Guide students in selecting and developing draft melodies inspired by specific musical styles and 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 historical context and stylistic conventions of the chosen period. <p>Sessions 5-6: Crafting Rhythmic Passages</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> ● Explore rhythmic characteristics of different musical styles and historical periods, focusing on rhythmic patterns, meters, and tempos.
<p>SEL/Create: (2) Organize and develop 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: (10) Synthesize and relate knowledge and personal experiences to make art.</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 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>	<ul style="list-style-type: none"> ● 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>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: 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>	<p>Sessions 9-10: Reflection and Evaluation</p> <ul style="list-style-type: none">• Lead discussions on the expressive intent and meaning of the music created and performed throughout the unit, 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 styles, historical periods, and personal preferences. <p>Assessment:</p> <ul style="list-style-type: none">• Composition portfolios: Assess students' compositions based on their understanding of characteristic elements 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 styles and historical periods. <p>By incorporating composition, performance, and reflection activities, students will develop a deeper appreciation for the diversity of musical styles and historical periods while honing their skills in musical expression and interpretation. They will also explore how their interests, knowledge, and skills inform their choices and intentions in creating, performing, and</p>
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		<p>responding to music, fostering a sense of ownership and creativity in their musical endeavors.</p> <p>Interdisciplinary Connections:</p> <p>1. History/Social Studies:</p> <ul style="list-style-type: none">● Explore the historical context of each musical style and historical period, discussing political, social, and cultural events that influenced the development of music.● Analyze primary sources from each period, such as artwork, literature, and historical documents, to understand the broader cultural milieu in which musical styles emerged.● Discuss the role of music in shaping and reflecting societal attitudes and values, considering how different historical periods have been represented through music. <p>2. English/Language Arts:</p> <ul style="list-style-type: none">● Integrate language arts skills into music composition by having students write program notes or descriptive narratives that accompany their compositions, providing context and interpretation for the music.● Analyze lyrics from songs associated with each historical period, exploring themes, symbolism, and narrative techniques.● Discuss the use of storytelling and narrative structure in music, considering how composers use musical elements to create dramatic arcs and evoke emotional responses. <p>3. Mathematics:</p> <ul style="list-style-type: none">● Explore mathematical concepts such as symmetry, proportion, and patterns in music composition and analysis, discussing how composers use mathematical principles to structure their works.● Analyze rhythmic patterns and meters mathematically, discussing concepts such as time signatures, subdivisions, and rhythmic ratios.
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<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">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 align="center">Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p align="center">Core Resources</p>	<p align="center">Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p align="center">ELL Core Resources</p>	<p align="center">Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> Musical Instruments Tuners and Metronomes Recording Equipment John McAllister, <i>Young Ensemble Warm-Ups</i> (johnmcallisttermusic.com, (2014) John McAllister, <i>Folk</i> 	<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 	<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 	<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.

<p><i>Song Chorales</i> (2014)</p> <ul style="list-style-type: none"> • 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>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>how to best tailor the format of any classwork, quiz or test to their individual needs.</p>	
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • 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 assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed. 	<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.

	<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. 		
<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. • Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		

	<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>
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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>
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