

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 NJSLs-VPA within Unit
Creating Performing Responding Connecting	Standard #: 3 Description: Refining and completing products. Standard #: 5 Description: Selecting, analyzing and interpreting work. Standard #: 7 Description: Perceiving and analyzing products. 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.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 developed melodies, rhythmic	Activity Description: Unit Title: Music and the Environment: Exploring Climate Change Through Composition and Performance Unit Overview:

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>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.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.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 urgent issue of climate change through the creation and performance of music. They will learn to compose melodies, rhythmic passages, and arrangements that address identified purposes related to environmental awareness and activism. Through collaborative discussions and reflective activities, students will gain a deeper understanding of the interconnectedness between music, the environment, and social responsibility.</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, with a focus on addressing identified purposes related to climate change awareness and advocacy. 2. Students will demonstrate how compositional devices and theoretical aspects of music impact and inform prepared or improvised performances, incorporating music reading skills where appropriate. 3. Students will apply criteria to select music for specified purposes related to climate change awareness, citing characteristics found in the music and connections to personal interests, purpose, and context. 4. Students will explain how the analysis of musical passages and understanding of musical elements informs their response to music, particularly in the context of climate change themes. 5. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music with a focus on environmental awareness and activism.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Sessions 1-2: Introduction to Climate Change and Music</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. 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>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>1. How do musicians improve the quality of their creative work?</p> <p>2. How do performers select repertoire?</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 the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<ul style="list-style-type: none"> ● Introduce the concept of climate change and its impact on the environment. ● Discuss the role of music in raising awareness about social and environmental issues. ● Listen to and analyze music that addresses environmental themes, exploring how composers use musical elements to convey messages about the environment and climate change. <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 their thoughts and emotions about climate change. ● Encourage students to use compositional devices such as dynamics, tempo, and texture to evoke images of environmental change and activism. ● Provide opportunities for students to evaluate and refine their compositions based on established criteria, focusing on their effectiveness in addressing identified purposes related to climate change awareness. <p>Sessions 5-6: 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 repertoire that addresses environmental themes. ● Assign students to small groups and task them with arranging a piece of music or composing an original piece inspired by climate change. ● Facilitate rehearsals and peer feedback sessions to refine the arrangements and address expressive challenges related to conveying environmental messages through music. <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>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create: (3) Refine and complete artistic ideas and work.</p>	<p>SEL/Create: CONSOLIDATED EU:</p>	

<p>SEL/Perform: (5) Analyze, interpret & select artistic work for presentation.</p> <p>SEL/Respond: (7) Perceive and analyze artistic work.</p> <p>SEL/Connect: (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>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 make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>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?</p> <p>SEL/ Respond: 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>SEL/Connect: CONSOLIDATED EU:</p>	<ul style="list-style-type: none"> ● Encourage students to reflect on the emotional and thematic elements of their music and how they contribute to climate change awareness. ● Provide opportunities for students to perform their compositions for the class, emphasizing the connection between music and environmental activism. <p>Sessions 9-10: Reflection and Evaluation</p> <ul style="list-style-type: none"> ● Lead discussions on the role of music in raising awareness about climate change and inspiring action. ● 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 environmental themes. ● Evaluate student compositions, performances, and reflections based on established criteria, emphasizing the connections between music, climate change awareness, and social responsibility. <p>Assessment:</p> <ul style="list-style-type: none"> ● Composition portfolios: Assess students' compositions based on their creativity, effectiveness in addressing identified purposes related to climate change awareness, and incorporation of compositional devices and theoretical aspects of music. ● Performance evaluations: Evaluate students' ensemble performances based on their ability to convey messages about climate change through music and their understanding of how compositional 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 environmental advocacy.
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	<p>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>Additional Resources:</p> <ul style="list-style-type: none">• Guest speakers: Invite environmental activists, scientists, or musicians who have used music to raise awareness about climate change to speak to the class and share their experiences.• Multimedia presentations: Incorporate videos, documentaries, and multimedia presentations about climate change and environmental activism into classroom discussions and activities to provide additional context and inspiration.• Collaborative projects: Encourage students to collaborate with other departments or community organizations on projects related to climate change awareness and activism, such as composing music for environmental campaigns or performing at environmental events. <p>By incorporating climate change into the curriculum, students will not only develop their musical skills but also gain a deeper understanding of the environmental challenges facing our planet and the role that music can play in addressing these challenges.</p> <p>Interdisciplinary Connections:</p> <p>1. Science:</p> <ul style="list-style-type: none">• Collaborate with science teachers to explore the scientific principles of climate change, including greenhouse gas emissions, global warming, and the impact on ecosystems.• Engage students in discussions and activities that integrate scientific concepts with musical compositions, such as analyzing data on climate change trends and translating them into musical patterns or motifs.• Invite guest speakers from environmental science fields to discuss the latest research on climate change and its implications for society, providing students with a deeper understanding of the scientific basis for environmental activism.
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		2. English/Language Arts: <ul style="list-style-type: none"> Integrate language arts skills into music composition and performance by having students write lyrics or spoken word pieces that convey messages about climate change and environmental activism. Explore literary works related to environmental themes, such as poetry, fiction, and non-fiction essays, and discuss how they can inspire and inform musical compositions. Encourage students to write reflective essays or analytical papers on the connections between music, climate change, and social responsibility, emphasizing critical thinking and communication skills. 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format. 		Benchmarks: <ul style="list-style-type: none"> Performance Tests - Rubric Evaluations Recording assignments Written Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Musical Instruments Tuners and Metronomes Recording Equipment John McAllister, <i>Young</i> 	<ul style="list-style-type: none"> Meet with the student's special education or inclusion teacher prior to initial assessment to learn 	<ul style="list-style-type: none"> Allow access to supplemental materials, including the use of online bilingual dictionaries. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges and

<p><i>Ensemble Warm-Ups</i> (johnmcallistermusic.com, (2014)</p> <ul style="list-style-type: none"> • 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) • Ralph Ford, <i>Dimensions</i>, Alfred Music Publishing • musictheory.net - Lessons & Exercises for Music Theory • musictheory.net/piano - Visual Piano • sightreadingfactory.com 	<p>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. 	<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>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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>