Marking Period	Unit Title		Recommended Instructional Days
1	Marking Period 1		45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Performing Responding Connecting	**Standard #: 3** **Description: Refining and completing products.** **Standard #: 6** **Description: Conveying meaning through art.** **Standard #: 9** **Description: Interpreting intent and meaning.** **Standard #: 10** **Description: Synthesizing and relating knowledge and personal experiences to create products.**	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating - Imagine - Plan/Make - Evaluate/Refine Performing - 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: Exploring Musical Diversity and Inclusion Through Composition and Performance Unit Overview:

Responding
- Select/Analyze
- Evaluate
- Interpret

Connecting
- Interconnect

passages, and arrangements (individually or as an ensemble) that address identified purposes.

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.

Proficient
1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.

Proficient
1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

In this unit, students will explore the concepts of diversity and inclusion through the creation and performance of music. They will learn to compose melodies, rhythmic passages, and arrangements while considering diverse musical traditions, cultures, and perspectives. Students will also develop strategies to address expressive challenges in their performances and evaluate their success using feedback from peers. Through collaborative discussions and reflective activities, students will gain a deeper understanding of how music reflects and shapes diverse identities and experiences.

Unit Duration: One marking period (approximately 9-10 weeks)

Unit Objectives:

1. Students will compose melodies, rhythmic passages, and arrangements that address identified purposes, incorporating diverse musical elements and perspectives.
2. Students will develop strategies to address expressive challenges in their performances, evaluate their effectiveness, and refine their performances based on feedback.
3. Students will evaluate works and performances based on personally or collaboratively developed criteria, including analysis of structure and context.
4. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, emphasizing diversity and inclusion.

Sessions 1-2: Introduction to Diversity and Inclusion in Music

- Discuss the concepts of diversity and inclusion in music.

Enduring Understanding/s:	Essential Question/s:
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.	1. How do musicians improve the quality of their creative work? 2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

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. 3. Through their use of elements and structures of music, creators and performers. 4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	3. How do we discern the musical creators' and performers' expressive intent? 4. How do musicians make meaningful connections to creating, performing, and responding?	● Explore diverse musical traditions, genres, and styles from around the world. ● Listen to and analyze music from different cultures, focusing on the elements of melody, rhythm, and arrangement. ● Reflect on the significance of diversity and inclusion in music creation and performance. Sessions 3-4: Composing Melodies and Rhythmic Passages ● Introduce basic principles of melody and rhythm composition. ● Guide students in composing their own melodies and rhythmic passages, encouraging them to incorporate elements from diverse musical traditions. ● Provide opportunities for students to share and discuss their compositions with peers, highlighting diverse perspectives and influences.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create: (3) Refine and complete artistic ideas and work. SEL/Perform: (6) Convey meaning through the presentation of artistic work. SEL/Respond: (9) Perceive and analyze artistic work. SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.	***SEL/Create:*** CONSOLIDATED EU: Refinement of artistic work is an iterative process that takes time, discipline, and collaboration. CONSOLIDATED EQ: How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? ***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.	Sessions 5-6: Arranging Music for Ensemble Performance ● Teach students the fundamentals of arranging music for ensemble performance. ● Assign students to small groups and task them with arranging a piece of music, incorporating diverse elements and perspectives. ● Facilitate rehearsals and peer feedback sessions to refine the arrangements and address expressive challenges. Sessions 7-8: Rehearsal and Performance ● Rehearse and polish student arrangements for ensemble performance.

	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? ***SEL/ Respond:*** **CONSOLIDATED EU:** The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences. **CONSOLIDATED EQ:** How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works. ***SEL/Connect:*** **CONSOLIDATED EU:** Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning. **CONSOLIDATED EQ:** How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?	● Encourage students to develop strategies to address expressive challenges in their performances, such as dynamics, phrasing, and articulation. ● Provide opportunities for students to perform their arrangements for the class, focusing on diversity and inclusion in their interpretations. Sessions 9-10: Reflection and Evaluation ● Lead discussions on the importance of diversity and inclusion in music creation and performance. ● Have students evaluate their own performances and those of their peers based on established criteria, considering both musical and expressive elements. ● Reflect on personal growth and learning throughout the unit, emphasizing the connections between individual interests, skills, and choices in music. Assessment: ● Composition portfolios: Assess students' compositions based on their creativity, incorporation of diverse elements, and effectiveness in addressing identified purposes. ● Performance evaluations: Evaluate students' ensemble performances based on their ability to address expressive challenges and incorporate diverse perspectives. ● Reflective journals: Have students write reflective journals to document their learning process, personal connections to the material, and growth in understanding diversity and inclusion in music.

Additional Resources:

- Guest speakers: Invite musicians from diverse backgrounds to speak to the class about their experiences and perspectives on diversity and inclusion in music.
- Online resources: Provide links to online resources, articles, and videos that explore the role of diversity and inclusion in music creation and performance.
- Field trips: Arrange field trips to local cultural events, concerts, or music festivals that showcase diverse musical traditions and performances.

By incorporating diversity and inclusion into the curriculum, students will not only develop their musical skills but also gain a deeper appreciation for the richness and complexity of the world's musical heritage.

Interdisciplinary Connections:

1. Social Studies/History:

- Explore the historical and cultural contexts of the diverse musical traditions studied in class. Discuss how historical events, migrations, and interactions between different cultures have influenced music.
- Analyze the role of music in social movements and activism, highlighting examples of how music has been used to promote diversity, inclusion, and social justice.

2. English/Language Arts:

- Have students write reflective essays or analytical papers on the themes of diversity and inclusion in the music they study and create.

		Encourage them to use evidence from their compositions and performances to support their arguments. ● Analyze song lyrics from various cultures and genres, examining how they address themes of identity, belonging, and cultural diversity.

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	**Assessments (Summative)** *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format.	**Benchmarks:** ● Performance Tests - Rubric Evaluations ● Recording assignments ● Written Tests/Quizzes **Summative Assessments:** ● 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**
● Musical Instruments ● Tuners and Metronomes ● Recording Equipment ● John McAllister, *Young Ensemble Warm-Ups* (johnmcallistermusic.com, (2014) ● John McAllister, *Folk Song Chorales* (2014) ● Claude T. Smith, Jensen Publications, *Symphonic Warm-Ups for Band*	● 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	● 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.	● Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.

(1982) ● J. E. Skornicka and Robert Miller, *Rubank Intermediate Method*, Hal-Leonard Publications (1936) ● Carol Ann Tomlinson, *Responding to the Needs of All Learners*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999). ● John McCarthy, *So All Can Learn: A Practical Guide to Differentiation*, Rowman & Littlefield Publishers (2017) ● musictheory.net - Lessons & Exercises for Music Theory ● musictheory.net/piano - Visual Piano ● sightreadingfactory.com	individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task.		

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** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
● 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.	● 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. ● Modify test content and/or format, allowing	● 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.	● 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.

	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.		

	Disciplinary Concept: ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Global and Cultural Awareness	
NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Core Ideas:*	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.
	Performance Expectation/s:	● 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.
	Career Readiness, Life Literacies, & Key Skills Practices	
	__X__CRP1. Act as a responsible and contributing citizen and employee. __X__CRP2. Apply appropriate academic and technical skills. __X__CRP3. Attend to personal health and financial well-being. __X__CRP4. Communicate clearly and effectively and with reason.	

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<tr><td bgcolor="pink"></td><td>__X__CRP5. Consider the environmental, social and economic impacts of decisions.
__X__CRP6. Demonstrate creativity and innovation.
__X__CRP7. Employ valid and reliable research strategies.
__X__CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
__X__CRP9. Model integrity, ethical leadership and effective management.
__X__CRP10. Plan education and career paths aligned to personal goals.
__X__CRP11. Use technology to enhance productivity.
__X__CRP12 Work productively in teams while using cultural global competence.</td></tr>
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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: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*