

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSL-S-VPA within Unit</b>
Creating Performing Responding	<b>Standard #:</b> Anchor Standard 2 <b>Description:</b> Organizing and developing ideas  <b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Imagine Plan, Make Evaluate, Refine  <b>Performing</b> Rehearse, Evaluate, Refine Select, Analyze, Interpret	<b>HS Advanced</b> 1.3C.12adv.Cr2 a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.  <b>HS Advanced</b>	<b>Activity Description:</b>  Unit Title: Climate Change in Music Composition and Analysis  Unit Overview:

<p>Present</p> <p><b>Responding</b>                  Select, Analyze                  Evaluate                  Interpret</p>	<p>1.3C.12adv.Pr5                  a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</p> <p><b>HS Advanced</b>                  1.3C.12adv.Re8                  a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p>	<p>This unit will explore the theme of climate change through music composition and analysis in the context of AP Music Theory. Students will select and develop composed and improvised ideas into draft musical works that reflect various aspects of climate change, such as environmental degradation, conservation efforts, and societal impacts. They will also develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in performing a varied repertoire of music related to climate change. Additionally, students will justify interpretations of the expressive intent and meaning of musical works related to climate change by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p>Learning Objectives:</p>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></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> <p>3. How do we discern the</p>	<p>1. Students will select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts, reflecting themes related to climate change.</p> <p>2. Students will develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in performing a varied repertoire of music related to climate change.</p> <p>3. Students will justify interpretations of the expressive intent and meaning of musical works related to climate change by comparing and synthesizing varied researched sources, including reference to other art forms.</p>

<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>musical creators' and performers' expressive intent?</p>	<p>Sessions 1-2: Exploring Climate Change Themes in Music</p> <ul style="list-style-type: none"> <li>● Objective: Students will explore how music can represent themes related to climate change.</li> <li>● Activities:                             <ul style="list-style-type: none"> <li>● Listen to and analyze compositions that address environmental themes, such as pieces inspired by nature or depicting environmental destruction.</li> <li>● Research and discuss the impact of climate change on the environment and society. (S)</li> <li>● Brainstorm ideas for musical compositions that reflect various aspects of climate change.</li> </ul> </li> </ul> <p>Sessions 3-4: Composition and Improvisation</p> <ul style="list-style-type: none"> <li>● Objective: Students will develop composed and improvised musical ideas that reflect themes related to climate change.</li> <li>● Activities:                             <ul style="list-style-type: none"> <li>● Compose short musical sketches or improvisations inspired by specific aspects of climate change, such as melting ice caps, deforestation, or environmental activism.</li> <li>● Work individually or in groups to develop draft musical works organized for different purposes and contexts, considering the expressive intent and meaning of the music.</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (2) Organize and develop artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<p>SEL/Create</p> <p>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</p> <p>CONSOLIDATED EU                  Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; refine their presentation/ performance over time through openness to new</p>	

	<p>ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</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>Sessions 5-6: Rehearsal Strategies and Analysis</p> <ul style="list-style-type: none"><li>● Objective: Students will refine rehearsal strategies and analyze existing repertoire related to climate change.</li><li>● Activities:<ul style="list-style-type: none"><li>● Develop rehearsal strategies to address technical and expressive challenges in performing repertoire related to climate change.</li><li>● Study and perform selected pieces of music that address environmental themes, analyzing the expressive intent and meaning of the music.</li><li>● Justify interpretations of the selected repertoire by comparing and synthesizing varied researched sources, including reference to other art forms.</li></ul></li></ul> <p>Assessment:</p> <ul style="list-style-type: none"><li>● Composition and improvisation projects: Students will be assessed on their ability to select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts, reflecting themes related to climate change (1.3C.12adv.Cr2).</li><li>● Rehearsal strategy development: Students will be assessed on their ability to develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in performing repertoire related to climate change (1.3C.12adv.Pr5).</li><li>● Analysis and interpretation assessments: Students will justify interpretations of the expressive intent and</li></ul>
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		<p>meaning of musical works related to climate change by comparing and synthesizing varied researched sources, including reference to other art forms (1.3C.12adv.Re8).</p> <p>Connections to Standards:</p> <ul style="list-style-type: none"> <li>● 1.3C.12adv.Cr2</li> <li>● 1.3C.12adv.Pr5</li> <li>● 1.3C.12adv.Re8</li> </ul> <p>Interdisciplinary Connections:</p> <p>Science (S)</p>
<p style="text-align: center;"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Peer and self feedback in critical response format</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Rubric evaluations</li> <li>● Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Performances</li> <li>● In-studio showings</li> </ul>

<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<p>Axford, E. C. (2004). <i>Music of Many Cultures</i>. Cengage Learning.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Lornell, K., &amp; Rasmussen, A. K. (Eds.). (2013). <i>The Music of Multicultural America: Performance, Identity, and Community in the United States</i>. University Press of Mississippi.</p> <p>Miller, T. E., &amp; Shahriari, A. (2016). <i>World Music: A Global Journey</i>. Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for</i></p>	<ul style="list-style-type: none"> <li>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, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate.</li> <li>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.</li> <li>Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom,</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p><i>Visual and Performing Arts.</i>  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Stone, R. M. (Ed.). (1998). <i>The Garland Encyclopedia of World Music</i>. Garland Publishing.</p>	<p>or the school’s Occupational or Physical Therapists.</p>		
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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.
- 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"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including</li> </ul>

<ul style="list-style-type: none"><li>● 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.</li></ul>	<p>the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li></ul>	<ul style="list-style-type: none"><li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li></ul>	<p>grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none"><li>● Propose interest-based extension activities and opportunities for extra credit.</li></ul>
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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	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	<b><i>Performance Expectation/s:</i></b>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)  
Visual and Performing Arts: AP Music Theory  
Grade: 12

Dev. Date:  
2020-2021

	Career Readiness, Life Literacies, & Key Skills Practices
	Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.