

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	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 Connecting	<p><b>Standard #:</b> Anchor Standard 3  <b>Description:</b> Refining and completing products.</p> <p><b>Standard #:</b> Anchor Standard 6  <b>Description:</b> Conveying meaning through art.</p> <p><b>Standard #:</b> Anchor Standard 10  <b>Description:</b> Synthesizing and relating knowledge and personal experiences to create products.</p>	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<p><b>Creating</b>                      Imagine                      Plan, Make                      Evaluate, Refine</p> <p><b>Performing</b>                      Rehearse, Evaluate, Refine                      Select, Analyze, Interpret</p>	<p><b>HS Advanced</b>                      1.3C.12adv.Cr3                      a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</p>	<p><b>Activity Description:</b>                      Unit Title: Exploring Diversity and Inclusion through Musical Composition and Performance</p> <p>Unit Overview:                      This unit aims to integrate diversity and inclusion into the study of AP Music Theory by focusing on composition, performance,</p>

<p>Present</p> <p><b>Connecting</b> Interconnect</p>	<p>b. Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.</p> <p><b>HS Advanced</b> 1.3C.12adv.Pr6</p> <p>a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>b. Demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances.</p> <p><b>HS Advanced</b> 1.3C.12adv.Cn10</p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>and audience engagement. Students will evaluate and refine draft musical works that address themes of LGBT+ representation and disabilities, considering the extent to which they address identified purposes and contexts. They will then share their personally developed musical works, either individually or as an ensemble, to showcase their understanding of diverse perspectives and experiences. Through prepared and improvised performances, students will demonstrate an understanding and mastery of the technical demands and expressive qualities of music, representing diverse cultures, styles, genres, and historical periods. Additionally, students will reflect on how their interests, knowledge, and skills relate to their personal choices and intent when creating, performing, and responding to music.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"><li>1. Students will evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts related to LGBT+ representation and disabilities.</li><li>2. Students will share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts related to diversity and inclusion.</li><li>3. Students will demonstrate an understanding and mastery of the technical demands and expressive qualities of music through prepared and improvised performances representing diverse cultures, styles, genres, and historical periods.</li></ol>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> <li>1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do musicians improve the quality of their creative work?</li> <li>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>3. How do musicians make meaningful connections to creating, performing, and responding?</li> </ol>	<ol style="list-style-type: none"> <li>4. Students will demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances.</li> <li>5. Students will demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li> </ol> <p>Sessions 1-2: Evaluating and Refining Musical Works</p> <ul style="list-style-type: none"> <li>● Objective: Students will evaluate and refine draft musical works that address themes of LGBT+ representation and disabilities.</li> <li>● Activities:                     <ul style="list-style-type: none"> <li>● Analyze existing compositions that address LGBT+ representation and disabilities.</li> <li>● Discuss criteria for evaluating musical works based on their ability to address identified purposes and contexts.</li> <li>● Develop and refine draft musical works, considering feedback and applying appropriate criteria.</li> </ul> </li> </ul> <p>Sessions 3-4: Sharing Personal Musical Works</p> <ul style="list-style-type: none"> <li>● Objective: Students will share personally developed musical works that address themes of diversity and inclusion.</li> <li>● Activities:                     <ul style="list-style-type: none"> <li>● Prepare and rehearse individually or as an ensemble to perform their developed musical works.</li> </ul> </li> </ul>

<b>Social and Emotional Learning:                      Competencies</b>	<b>Social and Emotional Learning:                      Sub-Competencies</b>	
<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/Connect</p> <ul style="list-style-type: none"> <li>- (10) Synthesize and relate knowledge and personal experiences to make art.</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 ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ                      How do artists improve the quality of their presentation/performance?</p>	<ul style="list-style-type: none"> <li>● Share their musical works with the class, providing context for their compositions and discussing how they address identified purposes and contexts.</li> <li>● Provide constructive feedback to peers on their performances.</li> </ul> <p>Sessions 5-6: Prepared and Improvised Performances</p> <ul style="list-style-type: none"> <li>● Objective: Students will demonstrate an understanding and mastery of the technical demands and expressive qualities of music through prepared and improvised performances.</li> <li>● Activities:                             <ul style="list-style-type: none"> <li>● Prepare and perform selected pieces of music representing diverse cultures, styles, genres, and historical periods.</li> <li>● Improvise performances based on given themes or prompts related to diversity and inclusion.</li> <li>● Written reflection on their performances, considering how their interests, knowledge, and skills influenced their choices and intent. (LA)</li> </ul> </li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Evaluation and refinement of musical works: Students will be assessed on their ability to evaluate and refine draft musical works based on appropriate criteria related to diversity and inclusion (1.3C.12adv.Cr3a).</li> <li>● Sharing of personal musical works: Students will be assessed on their ability to share varied, personally</li> </ul>

	<p>SEL/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	<p>developed musical works that address identified purposes and contexts related to diversity and inclusion (1.3C.12adv.Cr3b).</p> <ul style="list-style-type: none"><li>● Prepared and improvised performances: Students will be assessed on their ability to demonstrate an understanding and mastery of the technical demands and expressive qualities of music through prepared and improvised performances representing diverse cultures, styles, genres, and historical periods (1.3C.12adv.Pr6a).</li><li>● Audience engagement: Students will be assessed on their ability to connect, engage, and respond to audiences through prepared and improvised performances (1.3C.12adv.Pr6b).</li><li>● Reflection on personal choices and intent: Students will reflect on how their interests, knowledge, and skills relate to their personal choices and intent when creating, performing, and responding to music (1.3C.12adv.Cn10a).</li></ul> <p>Connections to Standards:</p> <ul style="list-style-type: none"><li>● 1.3C.12adv.Cr3</li><li>● 1.3C.12adv.Pr6</li><li>● 1.3C.12adv.Cn10a</li></ul> <p>Interdisciplinary Connections: Language Arts (LA)</p>
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<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <b>Summative Assessments:</b> <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>
Axford, E. C. (2004). <i>Music of Many Cultures</i> . Cengage Learning.  Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press.  Eisner, E. (2002). <i>The Educational Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall  Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> . NY: Routledge.	<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</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>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 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>task.</p> <ul style="list-style-type: none"> <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, or the school's Occupational or Physical Therapists.</li> </ul>		
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<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> <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>	<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 the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</li> <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</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> <li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</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 grouping gifted students together to push each other academically.</li> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	<p>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>		
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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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b><i>Disciplinary Concepts:</i></b>                  Career Awareness &amp; Planning, Creativity &amp; Innovation, Critical Thinking and Problem-Solving, Technology Literacy</p>	
	<p><b><i>Core Ideas:</i></b></p>	<p>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</p>

		sometimes produce a better product.
	<b><i>Performance Expectation/s:</i></b>	<p>Make a list of different types of jobs and describe the skills associated with each job.</p> <p>Demonstrate openness to new ideas and perspectives.</p> <p>Demonstrate originality and inventiveness in work.</p> <p>Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</p> <p>Identify possible approaches and resources to execute a plan.</p> <p>Use a variety of types of thinking to solve problems.</p> <p>Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Demonstrate creativity and innovation.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Use technology to enhance productivity, increase collaboration and communicate effectively.</p> <p>Work productively in teams while using cultural/global competence.</p>	