

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Performing Responding Connecting	<p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
Artistic Practice:	Performance Expectation/s:	
<p>Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret Present</p> <p>Responding Select, Analyze Evaluate</p>	<p>HS Advanced 1.3C.12adv.Pr4 a. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the</p>	<p>Activity Description:</p> <p>Unit Title: Exploring Musical Diversity and Context</p> <p>Unit Overview:</p> <p>This unit aims to develop students' abilities in selecting, studying, and performing varied programs of music while</p>

<p>Interpret</p> <p>Connecting Interconnect</p>	<p>music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>b. Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.</p> <p>c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.</p> <p>HS Advanced 1.3C.12adv.Re9 a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.</p> <p>HS Advanced 1.3C.12adv.Cn11</p>	<p>considering theoretical, structural, and expressive elements, as well as the purpose and context of the performance. Students will also learn to examine, evaluate, and critique musical performances using music reading skills where appropriate. Additionally, they will explore how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances and connects performers with their audience. Through evaluations of music, programs, and performances, students will justify their assessments based on criteria, personal decision-making, research, and an understanding of contexts. They will also examine the relationships between music and other arts, disciplines, varied contexts, and daily life.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Develop and apply criteria to select varied programs of music for study and performance based on theoretical and structural characteristics, expressive challenges, technical skill, and purpose and context of the performance. 2. Examine, evaluate, and critique how the structure and context of music impact and inform prepared and improvised performances, using music reading skills where appropriate. 3. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances, as well as performers' technical skills to connect with the audience. 4. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal
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	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	<p>decision-making, research, and understanding of contexts.</p> <p>5. Demonstrate understanding of relationships between music and other arts, disciplines, varied contexts, and daily life.</p>
Enduring Understanding/s:	Essential Question/s:	
<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. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>1. How do performers select repertoire?</p> <p>2. How do we judge the quality of musical work(s) and performance(s)?</p> <p>3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Sessions 1-2: Understanding Theoretical and Structural Characteristics</p> <ul style="list-style-type: none"> ● Objective: Students will examine theoretical and structural characteristics of music to develop criteria for selecting repertoire. ● Activities: <ul style="list-style-type: none"> ● Analyze various pieces of music from different styles, genres, and time periods. ● Identify common theoretical concepts (e.g., harmony, form, rhythm) and structural elements (e.g., phrases, sections, motifs). ● Discuss how theoretical and structural characteristics influence performance and interpretation. <p>Sessions 3-4: Exploring Expressive Challenges and Performance Context</p> <ul style="list-style-type: none"> ● Objective: Students will analyze expressive challenges and consider performance context when selecting repertoire. ● Activities:

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</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> <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</p>	<ul style="list-style-type: none"> ● Listen to recordings or watch performances of music showcasing different expressive qualities (e.g., dynamics, articulation, tempo). ● Discuss how performance context (e.g., venue, audience, occasion) influences repertoire selection and interpretation. ● Identify expressive challenges present in various pieces of music and discuss strategies for addressing them in performance. <p>Sessions 5-6: Selecting and Studying Varied Programs of Music</p> <ul style="list-style-type: none"> ● Objective: Students will develop criteria for selecting and studying varied programs of music. ● Activities: <ul style="list-style-type: none"> ● Develop criteria for selecting repertoire based on theoretical and structural characteristics, expressive challenges, technical skill, and performance context. ● Research and select pieces of music for study and performance, considering their suitability for individual or ensemble performance. ● Study selected repertoire, focusing on understanding the style, genre, and context of each piece and developing technical skills to execute them effectively. <p>Sessions 7-8: Evaluating and Critiquing Performances</p>

	<p>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 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>	<ul style="list-style-type: none">● Objective: Students will evaluate and critique performances, considering the impact of structure and context on musical interpretation.● Activities:<ul style="list-style-type: none">● Attend live performances or watch recordings of musical performances.● Analyze performances, focusing on how the structure and context of music influence prepared and improvised performances.● Write critiques and reflections on performances, justifying interpretations and analyzing the impact of structure, context, and other factors. (LA) <p>Assessment:</p> <ul style="list-style-type: none">● Repertoire selection and performance assessments: Students will be assessed on their ability to develop and apply criteria to select varied programs of music, as well as their prepared and improvised performances (1.3C.12adv.Pr4).● Critique and evaluation assignments: Students will critique and evaluate performances, considering the impact of structure and context on prepared and improvised performances (1.3C.12adv.Pr4b).● Reflection and justification tasks: Students will reflect on and justify their evaluations of music, programs, and performances based on criteria, personal decision-making, research, and understanding of contexts (1.3C.12adv.Re9).
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		<ul style="list-style-type: none"> Integration of music with other arts and disciplines: Students will demonstrate understanding of relationships between music and other arts, disciplines, varied contexts, and daily life through class discussions and written reflections (1.3C.12adv.Cn11). <p>Connections to Standards:</p> <ul style="list-style-type: none"> 1.3C.12adv.Pr4 1.3C.12adv.Re9 1.3C.12adv.Cn11 <p>Interdisciplinary Connections: Language Arts (LA)</p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>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"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <ul style="list-style-type: none"> Performances In-studio showings
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Lornell, K., & 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., & 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>. https://njartsstandards.org/sites/defa</p>	<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, quiz or test to their individual special needs, as well as to discuss whether or not homework is appropriate. 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. 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. 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. 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. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

<p>ult/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Stone, R. M. (Ed.). (1998). The Garland Encyclopedia of World Music. Garland Publishing.</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. <p>Other:</p> <ul style="list-style-type: none"> N/A 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
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 	<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, 	<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.

<p>classroom or at home to reiterate content learned within the course.</p>	<p>visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> • 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 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. 		<ul style="list-style-type: none"> • Propose interest-based extension activities and opportunities for extra credit.
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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)

<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p>	<p>Holocaust Law: <i>N.J.S.A. 18A:35-28</i></p>	<p>LGBT and Disabilities Law: <i>N.J.S.A.</i></p>	<p>Standards in Action: <i>Climate Change</i></p>	<p>X</p>	<p>Diversity and Inclusion <i>C.18A:35-4.36.A</i></p>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	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.
	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.	

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

Dev. Date:
2020-2021

	Work productively in teams while using cultural/global competence.
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