

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 NJSLs-VPA within Unit</b>
Creating Performing Responding	<p><b>Standard #:</b> Anchor Standard 2  <b>Description:</b> Organizing and developing ideas</p> <p><b>Standard #:</b> Anchor Standard 5  <b>Description:</b> Developing and refining techniques and models or steps needed to create products.</p> <p><b>Standard #:</b> Anchor Standard 8  <b>Description:</b> Interpreting intent and meaning.</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 Accomplished</b>                      1.3C.12acc.Cr2                      a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a</p>	<p><b>Activity Description:</b></p> <p>Unit Title: Harmony in Nature - Music and Climate Change</p> <p>Unit Overview: This unit explores the intersection of music and environmental consciousness, specifically focusing on climate change. Students will engage in activities that involve selecting, arranging, rehearsing, and performing music from diverse</p>

<p>Present</p> <p><b>Responding</b>                  Select, Analyze                  Evaluate                  Interpret</p>	<p>variety of cultures studied in rehearsal.</p> <p><b>HS Accomplished</b>                  1.3C.12acc.Pr5                  a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.</p> <p><b>HS Accomplished</b>                  1.3C.12acc.Pr6                  a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p> <p><b>HS Accomplished</b>                  1.3C.12acc.Re8</p>	<p>cultures that reflect themes related to nature, sustainability, and environmental stewardship.</p> <p>Session 1: Introduction to Climate Change and Music</p> <ul style="list-style-type: none"> <li>● Objective: Introduce students to the concept of climate change and its impact on the environment through music.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Class discussion on climate change, its causes, and effects.</li> <li>● Listening session: Play recordings of music inspired by nature and environmental themes.</li> <li>● Analyze the expressive qualities and thematic elements of selected pieces.</li> </ul> </li> </ul> <p>Sessions 2-3: Selecting and Arranging Repertoire</p> <ul style="list-style-type: none"> <li>● Objective: Develop students' skills in selecting and arranging music that reflects themes of nature and climate change.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Research and select a repertoire of songs from different cultures that address environmental themes.</li> <li>● Work collaboratively to arrange selected pieces for choir performance, considering vocal ranges, instrumentation, and stylistic elements.</li> </ul> </li> </ul>
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	<p>a. Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.</p>	<ul style="list-style-type: none"> <li>● Discuss and develop strategies for effectively communicating the intended message of each piece through arrangement choices.</li> </ul> <p>Sessions 4-5: Rehearsal and Performance Preparation</p>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	<ul style="list-style-type: none"> <li>● Objective: Apply rehearsal strategies to address technical and expressive challenges in the selected repertoire.</li> <li>● Activities:</li> </ul>
<ol style="list-style-type: none"> <li>1. Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>2. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>3. Through their use of elements and structures of music, creators and performers.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do musicians make creative decisions?</li> <li>2. How do musicians improve the quality of their performance?</li> <li>3. How do we discern the musical creators’ and performers’ expressive intent?</li> </ol>	<ul style="list-style-type: none"> <li>● Rehearse selected pieces, focusing on mastering technical demands and conveying expressive qualities related to nature and climate change.</li> <li>● Implement appropriate rehearsal strategies to address individual and ensemble challenges, such as vocal technique, blend, and balance.</li> <li>● Evaluate rehearsal strategies' effectiveness in addressing performance goals and making necessary adjustments.</li> </ul> <p>Sessions 6: Culminating Performance and Reflection</p> <ul style="list-style-type: none"> <li>● Objective: Perform selected repertoire for an audience and reflect on the experience.</li> <li>● Activities:                     <ul style="list-style-type: none"> <li>● Perform selected pieces for the school community or a public audience.</li> <li>● After the performance, facilitate a reflection session where students discuss their experiences, the challenges faced, and the impact of performing music with environmental themes.</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/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<p>SEL/Create                      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                      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>● Connect the performance experience to the unit objectives, emphasizing the role of music in raising awareness and inspiring action on climate change issues.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Performance assessments based on students' ability to interpret and perform music with expressive qualities related to nature and climate change.</li> <li>● Arrangement projects will be assessed based on creativity, technical skill, and effectiveness in communicating thematic elements.</li> <li>● Written reflections on the significance of music in addressing environmental issues and the role of performers in conveying messages to audiences. (LA)</li> </ul> <p>Connections to Standards:</p> <ul style="list-style-type: none"> <li>● 1.3C.12acc.Cr2</li> <li>● 1.3C.12acc.Pr5</li> <li>● 1.3C.12acc.Pr6</li> <li>● 1.3C.12acc.Re8</li> </ul> <p>Interdisciplinary Connections:</p> <p>Language Arts (LA)</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><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><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>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources</b>  <i>IEP/504/At-Risk/ESL</i></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>

<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 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>	<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, or the school’s Occupational or Physical Therapists.</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>
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<p>Stone, R. M. (Ed.). (1998). The Garland Encyclopedia of World Music. Garland Publishing.</p>			
<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> </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</li> </ul>

	<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>		<p>opportunities for extra credit.</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:		Holocaust Law:		LGBT and	X	Standards in Action:		Diversity and Inclusion
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<i>N.J.S.A. 18A 52:16A-88</i>	<i>N.J.S.A. 18A:35-28</i>	Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<i>Climate Change</i>	<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.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Demonstrate creativity and innovation.	

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

Dev. Date:  
2020-2021

	<p>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.</p>
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