

| Marking Period | Unit Title | Recommended Instructional Days |
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| 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 NJSL-S-VPA within Unit |
| Performing Responding Connecting | Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work. Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products. Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. | |
| Artistic Practice: | Performance Expectation/s: | |
| Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret Present Responding Select, Analyze Evaluate | HS Accomplished 1.3C.12acc.Pr4 a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the | Activity Description: Unit Title: Exploring Musical Contexts and Connections Unit Overview: This unit focuses on developing students' ability to select, analyze, and perform a varied repertoire of music while considering theoretical, structural, and expressive elements. Students will explore how understanding the style, |

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| <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. Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p> <p>c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.</p> <p>HS Accomplished 1.3C.12acc.Re9 a. Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p> | <p>genre, and context of music influences performances and connects with audiences. Additionally, they will evaluate a diverse set of works and performances based on research and personally developed criteria, and explore the relationships between music and other arts, disciplines, contexts, and daily life.</p> <p>Session 1: Introduction to Musical Contexts</p> <ul style="list-style-type: none">● Objective: Introduce students to the concept of musical contexts and their influence on performance.● Activities:<ul style="list-style-type: none">● Class discussion on the importance of understanding the style, genre, and context of music throughout history. (SS)● Listening session: Explore a variety of musical genres and styles, discussing their historical and cultural contexts.● Analyze how different contexts impact the interpretation and performance of music. (LA) <p>Sessions 2-3: Selecting Repertoire</p> <ul style="list-style-type: none">● Objective: Develop criteria for selecting repertoire based on theoretical, structural, and expressive elements, as well as the purpose and context of performance.● Activities:<ul style="list-style-type: none">● Study theoretical and structural characteristics of music, such as form, harmony, and melody.● Analyze expressive challenges in different musical works and genres. |
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| | <p>HS Accomplished 1.3C.12acc.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> | <ul style="list-style-type: none"> • Develop criteria for selecting repertoire, considering technical skill, audience engagement, and performance context. <p>Sessions 4-5: Documenting and Demonstrating Impact</p> |
| <p>Enduring Understanding/s:</p> | <p>Essential Question/s:</p> | <ul style="list-style-type: none"> • Objective: Document and demonstrate how compositional devices and theoretical aspects of musical works impact and inform performances. |
| <ol style="list-style-type: none"> 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. 2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 3. Musicians connect their personal interests, experiences, ideas, and | <ol style="list-style-type: none"> 1. How do performers select repertoire? 2. How do we judge the quality of musical work(s) and performance(s)? 3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | <ul style="list-style-type: none"> • Activities: <ul style="list-style-type: none"> • Use music reading skills to analyze and document compositional devices employed in selected repertoire. • Rehearse and perform pieces, highlighting how understanding theoretical and structural aspects enhances interpretation and expression. • Reflect on how knowledge of music theory and structure informs both prepared and improvised performances. <p>Sessions 6-7: Evaluating Works and Performances</p> <ul style="list-style-type: none"> • Objective: Evaluate works and performances based on research and personally developed criteria, including analysis of structure and context. • Activities: <ul style="list-style-type: none"> • Research background information on selected musical works, including historical and cultural contexts. • Develop and apply criteria for evaluating performances, considering technical proficiency, |

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| <p>knowledge to creating, performing, and responding.</p> | | <p>expressive interpretation, and contextual understanding.</p> <ul style="list-style-type: none"> Collaboratively evaluate performances using both researched and personally developed criteria. |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> | |
| <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>Session 8: Exploring Connections</p> <ul style="list-style-type: none"> Objective: Explore relationships between music and other arts, disciplines, contexts, and daily life. Activities: <ul style="list-style-type: none"> Discuss and explore connections between music and other art forms, such as visual arts, literature, and dance. Examine how music intersects with various disciplines, including history, sociology, and psychology. Reflect on how music impacts daily life and societal contexts, such as celebrations, rituals, and protest movements. <p>Assessment:</p> <ul style="list-style-type: none"> Criteria-based assessment of students' ability to select, analyze, and perform repertoire based on theoretical, structural, and expressive elements. Evaluation of students' documentation and demonstration of the impact of compositional devices and theoretical aspects on performances. Assessment of students' ability to evaluate works and performances based on research and personally |

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| | <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>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 criteria, including analysis of structure and context.</p> <ul style="list-style-type: none"> ● Reflections and discussions on the connections between music and other arts, disciplines, contexts, and daily life. <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12acc.Pr4: Students develop and apply criteria to select repertoire based on theoretical, structural, and expressive elements, as well as performance context. ● 1.3C.12acc.Re9: Students evaluate works and performances based on research and personally developed criteria, including analysis of structure and context. ● 1.3C.12acc.Cn11: Students demonstrate understanding of relationships between music and other arts, disciplines, contexts, and daily life, exploring connections throughout the unit. <p>Interdisciplinary Connections: Language Arts (LA) Social Studies (SS)</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 | |
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| <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> | <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 | <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. |

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| <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/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Stone, R. M. (Ed.). (1998). <i>The Garland Encyclopedia of World Music</i>. Garland Publishing.</p> | <p>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.</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 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"> Offer resources to students in a variety of ways to accommodate for multiple learning styles. | <ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed | <ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. | <ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of |

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| <ul style="list-style-type: none">● 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. | <p>during instruction to better engage all learners.</p> <ul style="list-style-type: none">● 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 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>Assignments and rubrics may need to be modified.</p> <ul style="list-style-type: none">● Provide access to preferred seating, when requested.● Check often for understanding, and review as needed, providing oral and visual prompts when necessary. | <p>introductory activities accordingly.</p> <ul style="list-style-type: none">● 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. |
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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)

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| 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> | Standards in Action: <i>Climate Change</i> | X | Diversity and Inclusion <i>C.18A:35-4.36.A</i> |
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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 |

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| | | 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. Work productively in teams while using cultural/global competence. | |