

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days
<i>Artistic Process:</i>	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Creating Performing Responding	Standard 2: Organizing and developing ideas. Standard 3: Refining and completing products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 9: Applying criteria to evaluate products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
<i>Artistic Practice:</i>	Performance Expectation/s:	
Creating <ul style="list-style-type: none"> ● Plan/Make ● Evaluate/Refine 	1.3A.2.Cr2 a. Demonstrate and explain personal reasons for selecting patterns and ideas	<u>Activity Description:</u>

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret 	<p>for music that represent expressive intent.</p> <p>1.3A.2.Cr3 a. Interpret and apply personal, peer, and teacher feedback to revise personal music.</p> <p>b. Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.</p> <p>1.3A.2.Re7 a. Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.</p> <p>b. Describe how specific music concepts are used to support a specific purpose in music.</p> <p>1.3A.2.Re8 a. Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Re9 a. Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p> <p>1.3A.2.Cn10 a. Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>Unit Title: Music Makers- Celebrating Diversity and Inclusion</p> <p>Unit Overview:</p> <p>In this unit, young students will embark on a musical journey celebrating diversity and inclusion. Through engaging activities, they will learn to express themselves through music, explore different musical concepts, and appreciate the unique contributions of individuals from diverse backgrounds. The unit will foster a sense of belonging and empathy while developing fundamental music skills.</p> <p>Week 1-2: Exploring Musical Expressiveness</p> <ul style="list-style-type: none"> ● Objective: Students will understand how music can express emotions and ideas. <p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce the concept of musical expression through listening to and discussing different types of music. 2. Engage students in activities where they use their bodies and voices to express emotions through movement and sound. 3. Guide students in selecting and creating simple musical patterns that represent different feelings or ideas. <p>Week 3-4: Understanding Feedback and Revision</p> <ul style="list-style-type: none"> ● Objective: Students will learn to interpret and apply feedback to improve their musical creations. <p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce the concept of feedback, explaining how it helps us improve.
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<p>Connecting</p> <ul style="list-style-type: none"> Interconnect 	<p>1.3A.2.Cn11 a. Demonstrate basic knowledge of music concepts and how they support creators’/performers’ expressive intent.</p>	<ol style="list-style-type: none"> Provide opportunities for students to give and receive feedback on their musical patterns, focusing on constructive criticism and positive encouragement. Guide students in revising their musical creations based on the feedback received, emphasizing the importance of perseverance and improvement over time. <p>Week 5-6: Exploring Musical Diversity</p> <ul style="list-style-type: none"> Objective: Students will learn about the diversity of musical styles and traditions from around the world. <p>Activities:</p> <ol style="list-style-type: none"> Introduce students to music from different cultures and regions, highlighting the unique instruments, rhythms, and melodies. Engage students in activities where they mimic or imitate the sounds of different cultures through singing, clapping, or playing simple percussion instruments. Encourage students to share their own musical traditions and experiences with the class, fostering a sense of pride in their cultural heritage.
<p>Enduring Understanding/s:</p>		
<ol style="list-style-type: none"> Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Individuals’ selection of musical works is influenced by their interests, 	<ol style="list-style-type: none"> How do musicians make creative decisions? How do musicians improve the quality of their creative work? How do individuals choose music to experience? How does understanding the 	<p>Week 7-8: Creating and Sharing Music</p> <ul style="list-style-type: none"> Objective: Students will demonstrate their understanding of musical concepts by creating and sharing their own musical compositions. <p>Activities:</p> <ol style="list-style-type: none"> Guide students in creating simple musical compositions using the skills and concepts they have learned, such as rhythm patterns, melodic phrases, and expressive dynamics. Provide opportunities for students to share their musical creations with their classmates, either through performances or recordings.

<p>experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>structure and context of music inform a response?</p> <p>4. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>3. Facilitate discussions where students describe how they selected and arranged their musical ideas to express their feelings or ideas.</p> <p>Assessment:</p> <ul style="list-style-type: none"> Students will be assessed based on their participation in class activities, their ability to apply feedback to revise their musical creations, their understanding of musical concepts, and their ability to express themselves through music. <p>Interdisciplinary Connections:</p> <p>History:</p> <ul style="list-style-type: none"> Explore the historical and cultural contexts of the music studied, connecting musical traditions to historical events, social movements, and cultural exchanges. Analyze how music reflects societal values, traditions, and identity within different cultures and historical periods.
<p>Social and Emotional Learning: Competencies</p>	<p>Social and Emotional Learning: Sub-Competencies</p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> (2) Organize and develop artistic ideas and work. <p>SEL/Respond</p> <ul style="list-style-type: none"> (8) Interpret intent and meaning in artistic work. 	<p>SEL/Create</p> <p>CONSOLIDATED EU Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>CONSOLIDATED EQ How do artists generate creative ideas?</p> <p>SEL/Respond</p> <p>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>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and response to personal life experiences?</p> <p>SEL/Connect CONSOLIDATED EU The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ How does understanding an artist's expressive intent help us comprehend, interpret, and personally relate to an artistic work?</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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Peer and self feedback in critical response format. 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Performance Tests - Rubric Evaluations Recording assignments Written Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> In-class Performances School/community/festival performances 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>

<p>PBS.org, <i>The Blues</i>,: https://www.pbs.org/theblues/index.html</p> <p>PBS.org, <i>The Blues Classroom</i>, https://www.pbs.org/theblues/classroom/lessons.html</p> <p>Ken Moore, <i>Enduring Rhythms</i>, https://www.furious.com/perfect/ending.html</p> <p>neh.gov, <i>Learning the Blues</i>, https://edsitement.neh.gov/lesson-plans/learning-blues</p> <p><i>Southern Mosaic</i>: The John and Ruby Lomax 1939 Southern States Recording Trip, Library of Congress https://www.loc.gov/collections/john-and-ruby-lomax/about-this-collection/</p> <p><i>Jazz in the Classroom</i>, chiaroscurojazz.org, https://chiaroscurojazz.org/in-the-classroom/index612/</p> <p><i>Lesson Plans</i>, jazzinamerica.org, https://www.jazzinamerica.org/LessonPlan</p> <p><i>The Blues Collection</i>, teachrock.org, https://teachrock.org/collection/blues-collection/</p>	<p>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, quizzes or test to their individual needs, as well as to discuss whether or not homework is appropriate.</p> <p>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.</p>	<p>Allow access to supplemental materials, including the use of online bilingual dictionaries.</p> <p>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.</p>	<p>Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.</p>
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<p><i>Birth of Rock</i>, teachrock.org, https://teachrock.org/book/birth-of-rock/</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. SMARTBoard Google Slides and teacher created templates for presentations Music learning websites listed above: 			
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 classroom or at home to 	<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, visual step-by-step 	<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>reiterate content learned within the course.</p>	<p>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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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Global and Cultural Awareness 	
	<p><i>Core Ideas:</i></p>	<p>Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</p>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and

		<p>make him/herself more marketable in the job marketplace.</p> <ul style="list-style-type: none"> • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being. <input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason. <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.</p>	

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	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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Content Area: Visual & Performing Arts (NJSLA-VPA 2.1 - 2.5)
Music
Grade: K-2

Dev. Date:
2021-2022
