

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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
Performing Connecting	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>	
	<i>Artistic Practice:</i>	
Performing <ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present 	<p>1.3A.2.Pr4 a. Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>1.3A.2.Pr5 a. Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performance. b. Rehearse, identify and apply</p>	<p>Activity Description:</p> <p>Unit Title: Musical Explorers: Harmonizing with Nature</p> <p>Unit Overview:</p> <p>In this unit, young students will embark on a musical journey inspired by the theme of climate change. Through engaging activities, they will explore various musical concepts while learning about the importance of environmental conservation and sustainability. The unit will foster a sense of</p>

	<p>strategies to address interpretive, performance, and technical challenges of music.</p> <p>c. Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.</p> <p>d. When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation and melodic patterns using iconic or standard notation.</p> <p>e. Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.</p> <p>1.3A.2.Pr6</p> <p>a. Perform music for a specific purpose with expression and technical accuracy.</p> <p>b. Perform appropriately for the audience and purpose.</p> <p>1.3A.2.Cn10</p> <p>a. Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.</p>	<p>connection to nature and empower students to use music as a tool for positive change.</p> <p>Standards Addressed:</p> <p>1.3A.2.Pr4</p> <p>1.3A.2.Pr5</p> <p>1.3A.2.Pr6</p> <p>1.3A.2.Cn10</p> <p>Week 1-2: Introduction to Musical Exploration</p> <ul style="list-style-type: none"> Objective: Students will understand the importance of music in expressing emotions and ideas. <p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce the concept of musical exploration through listening to and discussing different types of music. 2. Engage students in activities where they use their voices and bodies to explore rhythm, melody, and dynamics. 3. Guide students in sharing their personal interests and connections to music, fostering a sense of ownership and curiosity. <p>Week 3-4: Understanding Music Concepts</p> <ul style="list-style-type: none"> Objective: Students will learn basic music concepts and apply them to selected musical pieces. <p>Activities:</p>
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<p>Connecting</p> <ul style="list-style-type: none"> Interconnect 		<ol style="list-style-type: none"> 1. Introduce basic music concepts such as rhythm, tempo, melody, and dynamics through interactive games and activities. 2. Provide opportunities for students to listen to and analyze music from different cultures, identifying rhythmic and melodic patterns using iconic or standard notation. 3. Guide students in identifying expressive qualities in music, such as dynamics and tempo changes, and discussing how they contribute to the overall mood and emotion.
<p>Enduring Understanding/s:</p>		
<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. 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. 3. 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. 4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ol style="list-style-type: none"> 1. How do performers select repertoire? 2. How do musicians improve the quality of their performance? 3. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 4. How do musicians make meaningful connections to creating, performing, and responding? 	<p>Week 5-6: Exploring Musical Performance</p> <ul style="list-style-type: none"> Objective: Students will learn to perform music with expression and technical accuracy. <p>Activities:</p> <ol style="list-style-type: none"> 1. Introduce simple musical instruments such as hand drums, xylophones, or shakers, allowing students to explore different sounds and textures. 2. Guide students in rehearsing and performing simple musical pieces inspired by nature, focusing on expression, technical accuracy, and appropriate performance etiquette. 3. Provide opportunities for students to perform for each other and for special guests, such as parents or school staff, fostering confidence and pride in their musical abilities. <p>Week 7-8: Connecting Music and Nature</p> <ul style="list-style-type: none"> Objective: Students will understand the connection between music and nature and how they can use music to raise awareness about environmental issues. <p>Activities:</p>

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop and refine artistic techniques and work for presentation. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<p>SEL/Perform</p> <p>CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and 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/Connect</p> <p>CONSOLIDATED EU Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p>	<ol style="list-style-type: none"> 1. Integrate discussions about climate change and environmental conservation, exploring how human actions impact the natural world. 2. Engage students in activities where they create musical compositions inspired by nature, using sounds and rhythms to evoke different elements of the environment. 3. Organize a culminating event where students showcase their musical compositions and share their reflections on the importance of protecting the planet. <p>Assessment:</p> <ul style="list-style-type: none"> • Students will be assessed based on their participation in class activities, their ability to apply music concepts to performance, their expression and technical accuracy in performing music, and their understanding of the connection between music and nature <p>Interdisciplinary Connections:</p> <p>Science- Students will learn to use music to express their feelings about environmental issues and inspire positive change in their communities.</p>
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">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 following the <i>I like, I wish, What If?</i> prompts. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Regular recordings to document musical growth

<ul style="list-style-type: none"> Group listening and guided critique with the teacher 		<ul style="list-style-type: none"> Written critiques and self-assessments <p>Summative Assessments:</p> <ul style="list-style-type: none"> In-class Performances School/community/festival performances Final recordings and self-assessments 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<p>A small library of works that are accessible to your students' performance level, from a variety of styles/genres and for a variety of ensembles/performing groups including:</p> <ul style="list-style-type: none"> Body Percussion Simple 1-2 part songs Spoken word chorus 1-2 part arrangements for recorder or ocarina Arrangements that include parts for voice and instruments. 	<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>
<p>Supplemental Resources</p>			
<p>Technology:</p>			

- 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
- Recording equipment

**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. • 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. 	<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 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 	<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. • Propose interest-based extension activities and opportunities for extra credit.

	<p>repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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. 		
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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>Core Ideas:</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>Performance Expectation/s:</p>	<ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • 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.

	Career Readiness, Life Literacies, & Key Skills Practices
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <p><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.</p> <p><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p><input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.</p> <p><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.</p> <p><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.</p> <p><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.</p> <p><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.</p> <p><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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>