

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
<i>Artistic Process:</i>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations,                      Interdisciplinary Connections, and/or Student                      Experiences to Explore NJSL-S-VPA within Unit</b>
<b>Creating                      Performing                      Responding                      Connecting</b>	<p><b>Anchor Standard 1:</b> Generating and conceptualizing ideas</p> <p><b>Anchor Standard 2:</b> Organizing and developing ideas.</p> <p><b>Anchor Standard 3:</b> Refining and completing products.</p> <p><b>Anchor Standard 7:</b> Perceiving and analyzing products.</p> <p><b>Anchor Standard 8:</b> Interpreting intent and meaning.</p> <p><b>Anchor Standard 9:</b> Applying criteria to evaluate products.</p> <p><b>Anchor Standard 10:</b> Synthesizing and relating knowledge and personal experiences to create products.</p> <p><b>Anchor Standard 11:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
<i>Artistic Practice:</i>	<b>Performance Expectation/s:</b>	

<p><b>Creating</b></p> <ul style="list-style-type: none"><li>● Imagine</li><li>● Plan, Make</li><li>● Evaluate, Refine</li></ul>	<p>1.3A.2.Cr1 a. Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.</p> <p>1.3A.2.Cr2 a. Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>b. Use iconic or standard notation and/or recording technology to organize and document personal musical ideas</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</p>	<p><b><u>Activity Description:</u></b></p> <p>Unit Title: Musical Adventures- Exploring Creativity and Expression</p> <p>Unit Overview:</p> <p>In this unit, young students will embark on a musical adventure exploring creativity and expression through various activities. They will learn to create, revise, and present their musical ideas while understanding how personal interests and experiences influence their musical selections. Additionally, students will develop basic knowledge of music concepts and understand how they support expressive intent. The unit will foster a sense of exploration, creativity, and appreciation for music in daily life.</p> <p>Week 1-2: Exploring Musical Ideas</p> <ul style="list-style-type: none"><li>● Objective: Students will explore rhythmic and melodic patterns in various meters and tonalities.</li></ul> <p>Activities:</p> <ol style="list-style-type: none"><li>1. Introduce students to basic rhythmic and melodic patterns through listening to and chanting simple rhythms and melodies.</li><li>2. Engage students in activities where they create and improvise musical ideas using percussion instruments, body percussion, or their voices.</li><li>3. Guide students in experimenting with different meters and tonalities, allowing them to explore the expressive possibilities of music.</li></ol> <p>Week 3-4: Selecting and Organizing Musical Ideas</p> <ul style="list-style-type: none"><li>● Objective: Students will learn to select and organize musical ideas that represent their expressive intent.</li></ul>
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<p><b>Respond</b></p> <ul style="list-style-type: none"><li>• Select, Analyze</li><li>• Evaluate</li><li>• Interpret</li></ul>	<p>music concepts and how they support creators’/performers’ expressive intent.</p> <p>1.3A.2.Re9 a. Apply personal and expressive preferences in the evaluation of music.</p> <p>1.3A.2.Cn10 a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>1.3A.2.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Activities:</p> <ol style="list-style-type: none"><li>1. Introduce the concept of expressive intent, explaining how personal reasons influence musical selections.</li><li>2. Provide opportunities for students to use iconic or standard notation and recording technology to document their musical ideas.</li><li>3. Guide students in selecting and organizing their musical ideas to create compositions or improvisations that convey specific emotions or themes.</li></ol> <p>Week 5-6: Revising and Presenting Musical Creations</p> <ul style="list-style-type: none"><li>• Objective: Students will learn to interpret and apply feedback to revise their musical creations and present final versions to their peers.</li></ul> <p>Activities:</p> <ol style="list-style-type: none"><li>1. Introduce the concept of feedback, explaining its importance in improving musical creations.</li><li>2. Provide opportunities for students to give and receive feedback on their musical compositions or improvisations, focusing on expressive intent and technical accuracy.</li><li>3. Guide students in revising their musical creations based on the feedback received and preparing final versions to present to their peers or an informal audience.</li></ol> <p>Week 7-8: Making Connections in Music</p> <ul style="list-style-type: none"><li>• Objective: Students will understand how personal interests, knowledge, and skills relate to their choices and intent when creating, performing, and responding to music.</li></ul> <p>Activities:</p>
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<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• Interconnect</li> </ul>		
<p><b>Enduring Understanding/s:</b></p>		
<ol style="list-style-type: none"> <li>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>3. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>4. Individuals' selection of musical works is influenced by their interests, 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.</li> <li>5. The personal evaluation of musical work(s) and</li> </ol>	<ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3. How do musicians improve the quality of their creative work?</li> <li>4. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrate discussions about the relationships between music and other arts, such as visual arts, dance, and storytelling, exploring how music can enhance and complement other forms of creative expression.</li> <li>2. Engage students in activities where they explore the connections between music and daily life, discussing how music is used in different contexts such as celebrations, rituals, and entertainment.</li> <li>3. Provide opportunities for students to reflect on their own musical experiences and preferences, fostering a deeper understanding of how their interests, knowledge, and skills influence their choices and intent in music.</li> </ol> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Students will be assessed based on their participation in class activities, their ability to create, revise, and present musical ideas, their understanding of music concepts and their application in expressive intent, and their ability to make connections between music and other arts, disciplines, contexts, and daily life.</li> </ul> <p>Interdisciplinary Connections:</p> <p>Social Studies:</p> <ul style="list-style-type: none"> <li>• Investigate the historical and cultural contexts of musical genres and styles, discussing how music reflects the social, political, and economic conditions of different time periods and regions.</li> <li>• Explore the contributions of diverse cultural groups to the development of music, highlighting the influence of indigenous, immigrant, and marginalized communities on musical traditions.</li> </ul>

<p>performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>6. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>5. How do we judge the quality of musical work(s) and performance(s)?</p> <p>6. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (1) Generate and conceptualize artistic ideas and work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (7) Perceive and analyze artistic work.</li> </ul>	<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>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                  - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>SEL/Connect                  CONSOLIDATED EU                  People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ                  What relationships are uncovered when people investigate the cultural, societal, historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?</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><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Peer and self feedback following the <i>I like, I wish, What If?</i> prompts.</li> <li>• Group listening and guided critique with the teacher</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Regular recordings to document musical growth</li> <li>• Written critiques and self-assessments</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• In-class and/or Public Performances/Publications</li> <li>• School/community/festival performances</li> <li>• Final recordings and self-assessments</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>Brian Laasko, <i>Alfred's Music Tech 101 (A Group Study Course in Modern Music Production Using Audio Technology)</i>, Alfred Music Publishing</p> <p>Websites: <i>120 Years of Electronic Music</i>, <a href="https://120years.net/">https://120years.net/</a></p> <p>Soundtrap EDU, <i>Student Resources</i>, <a href="https://edu.soundtrap.com/student-resources/">https://edu.soundtrap.com/student-resources/</a></p> <p>Soundtrap EDU, <i>Lesson Plans &amp; Teacher Resources</i>, <a href="https://edu.soundtrap.com/teacher-resources/lesson-plans/">https://edu.soundtrap.com/teacher-resources/lesson-plans/</a></p> <p><i>I Am</i> project, Soundtrap EDU <a href="https://edu.soundtrap.com/teacher-resources/lesson-plans/i-am-song/">https://edu.soundtrap.com/teacher-resources/lesson-plans/i-am-song/</a></p> <p>Google Arts &amp; Culture, <i>Music Makers Machines</i>, <a href="https://artsandculture.google.com/project/music-makers-and-machines">https://artsandculture.google.com/project/music-makers-and-machines</a></p> <p>Synth History, <a href="https://www.synthhistory.com/">https://www.synthhistory.com/</a></p> <p>San Francisco Conservatory of Music, <i>Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon</i>, <a href="https://sfc.edu/discover/newsroom/meet-wendy-carlos-transgender-">https://sfc.edu/discover/newsroom/meet-wendy-carlos-transgender-</a></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><a href="#">pioneer-and-electronic-music-icon</a></p> <p>Wendy Carlos, <i>The Wendy Carlos Homepage</i>,  <a href="https://www.wendycarlos.com/">https://www.wendycarlos.com/</a></p>			
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**Supplemental Resources**

**Technology:**

- 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"> <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</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,</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> </ul>

<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"> <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>		<ul style="list-style-type: none"> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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<p><b>NJSLs CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Global and Cultural Awareness</li> </ul>	
	<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>

	<b><i>Performance Expectation/s:</i></b>	<ul style="list-style-type: none"> <li>• There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.</li> <li>• Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</li> <li>• With a growth mindset, failure is an important part of success.</li> <li>• Innovative ideas or innovation can lead to career opportunities.</li> <li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>• Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<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</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A.</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

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