

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	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 NJSLS-VPA within Unit</b>
<b>Creating                      Performing                      Responding</b>	<b>Standard 2:</b> Organizing and developing ideas.  <b>Standard 3:</b> Refining and completing products.  <b>Anchor Standard 7:</b> Perceiving and analyzing products.  <b>Anchor Standard 8:</b> Interpreting intent and meaning.  <b>Anchor Standard 9:</b> Applying criteria to evaluate products.  <b>Anchor Standard 10:</b> Synthesizing and relating knowledge and personal experiences to create products.  <b>Anchor Standard 11:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
	<i>Artistic Practice:</i>	
<b>Creating</b> <ul style="list-style-type: none"> <li>● Plan/Make</li> <li>● Evaluate/Refine</li> </ul>	<b>1.3A.5.Cr2</b> a. Demonstrate developed musical ideas for improvisations, arrangements,	<b><u>Activity Description:</u></b> Unit Title: Celebrating Diversity through Music

<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>● Select/Analyze</li> <li>● Evaluate</li> <li>● Interpret</li> </ul>	<p>or compositions to express intent. Explain connection to purpose and context</p> <p><b>1.3A.5.Cr3</b>                  a. Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.</p> <p>b. Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent.</p> <p><b>1.3A.5.Re7</b>                  a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>b. Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).</p> <p><b>1.3A.5.Re8</b>                  a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p><b>1.3A.5.Re9</b>                  a. Demonstrate and explain how the</p>	<p>Unit Overview:</p> <p>In this unit, students will explore the rich diversity of music from various cultures around the world. Through listening, creating, and performing music, students will develop an understanding of how music reflects different cultural identities and experiences. They will also learn about the importance of inclusion and respect for diversity within the context of music-making. Through improvisation, composition, and critical listening activities, students will meet the specified standards while celebrating the universal language of music.</p> <p>Week 1-2: Exploring Cultural Diversity in Music</p> <ul style="list-style-type: none"> <li>● Objective: Students will understand how music reflects cultural diversity and identity.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Introduce the concept of cultural diversity in music through discussions and examples from different cultures.</li> <li>2. Listen to and analyze music from various regions of the world, discussing the unique elements and cultural significance of each piece.</li> <li>3. Engage in group discussions about the importance of respecting and appreciating cultural diversity in music.</li> </ol> <p>Week 3-4: Expressive Intent in Music</p> <ul style="list-style-type: none"> <li>● Objective: Students will demonstrate developed musical ideas to express intent and explain their connection to purpose and context.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Introduce the concept of expressive intent in music through examples and discussions.</li> </ol>
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<p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>Interconnect</li> </ul>	<p>expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.</p> <p><b>1.3A.5.Cn10</b>                  a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>1.3A.5.Cn11</b>                  a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ol style="list-style-type: none"> <li>Explore improvisation techniques using simple rhythmic and melodic patterns.</li> <li>Guide students in creating their own improvisations, arrangements, or compositions reflecting a specific purpose or emotion.</li> <li>Have students present and explain their musical creations, discussing how they connect to their intended purpose and context.</li> </ol> <p>Week 5-6: Evaluating and Refining Musical Creations</p> <ul style="list-style-type: none"> <li>Objective: Students will evaluate, refine, and present their personal and collaboratively created music, demonstrating craftsmanship.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>Review the criteria for evaluating musical works and performances.</li> <li>Facilitate peer feedback sessions where students provide constructive criticism and suggestions for improvement on each other's musical creations.</li> <li>Guide students in revising and refining their compositions based on the feedback received.</li> <li>Have students present their final versions of personally and collaboratively created music, explaining the changes made and their connection to expressive intent.</li> </ol>
<p><b>Enduring Understanding/s:</b></p>		
<ol style="list-style-type: none"> <li>Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>Individuals' selection of musical works is influenced by their interests,</li> </ol>	<ol style="list-style-type: none"> <li>How do musicians make creative decisions?</li> <li>How do musicians improve the quality of their creative work?</li> <li>How do individuals choose music to experience? How does understanding the</li> </ol>	<p>Week 7-8: Connecting Music to Context and Daily Life</p> <ul style="list-style-type: none"> <li>Objective: Students will demonstrate how selected music connects to specific interests, experiences, purposes, and contexts, as well as its influence on daily life.</li> </ul> <p>Activities:</p> <ol style="list-style-type: none"> <li>Discuss the social, cultural, and historical contexts of selected pieces of music.</li> </ol>

<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>2. Analyze how the structure and elements of music contribute to its expressive qualities and influence listeners' responses.</p> <p>3. Have students research and present on how music is used in different contexts, such as celebrations, ceremonies, and protests.</p> <p>4. Engage in reflective discussions about the relationships between music and other arts, disciplines, varied contexts, and daily life experiences.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Students will be assessed based on their participation in class discussions, the quality of their musical creations, their ability to articulate the connection between their music and its intended purpose or context, and their understanding of the diverse cultural influences on music.             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
<p><b>Social and Emotional Learning:                  Competencies</b></p>	<p><b>Social and Emotional Learning:                  Sub-Competencies</b></p>	<p>Interdisciplinary Connections:</p>
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (2) Organize and develop artistic ideas and work.</li> </ul> <p>SEL/Respond</p> <ul style="list-style-type: none"> <li>- (8) Interpret intent and meaning in 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>History:</p> <ul style="list-style-type: none"> <li>● Explore the historical and cultural contexts of the music studied, connecting musical traditions to historical events, social movements, and cultural exchanges.</li> <li>● Analyze how music reflects societal values, traditions, and identity within different cultures and historical periods.</li> </ul>

<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><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 in critical response format.</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>Performance Tests - Rubric Evaluations</li> <li>Recording assignments</li> <li>Written Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>In-class Performances</li> <li>School/community/festival performances</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>PBS.org, <i>The Blues</i>,: <a href="https://www.pbs.org/theblues/index.html">https://www.pbs.org/theblues/index.html</a></p> <p>PBS.org, <i>The Blues Classroom</i>, <a href="https://www.pbs.org/theblues/classroom/lessons.html">https://www.pbs.org/theblues/classroom/lessons.html</a></p> <p>Ken Moore, <i>Enduring Rhythms</i>, <a href="https://www.furious.com/perfect/ending.html">https://www.furious.com/perfect/ending.html</a></p> <p>neh.gov, <i>Learning the Blues</i>, <a href="https://edsitement.neh.gov/lesson-plans/learning-blues">https://edsitement.neh.gov/lesson-plans/learning-blues</a></p> <p><i>Southern Mosaic</i>: The John and Ruby Lomax 1939 Southern States Recording Trip, Library of Congress <a href="https://www.loc.gov/collections/john-and-ruby-lomax/about-this-collection/">https://www.loc.gov/collections/john-and-ruby-lomax/about-this-collection/</a></p> <p><i>Jazz in the Classroom</i>, chiaroscurojazz.org, <a href="https://chiaroscurojazz.org/in-the-classroom/index612/">https://chiaroscurojazz.org/in-the-classroom/index612/</a></p> <p><i>Lesson Plans</i>, jazzinamerica.org, <a href="https://www.jazzinamerica.org/LessonPlan">https://www.jazzinamerica.org/LessonPlan</a></p> <p><i>The Blues Collection</i>, teachrock.org, <a href="https://teachrock.org/collection/blues-collection/">https://teachrock.org/collection/blues-collection/</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><i>Birth of Rock</i>, teachrock.org,  <a href="https://teachrock.org/book/birth-of-rock/">https://teachrock.org/book/birth-of-rock/</a></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> <li>SMARTBoard</li> <li>Google Slides and teacher created templates for presentations</li> <li>Music learning websites listed above:</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</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</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>reiterate content learned within the course.</p>	<p>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>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>• There are strategies an individual can use to increase his/her value and</li> </ul>

		<p>make him/herself more marketable in the job marketplace.</p> <ul style="list-style-type: none"> <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>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></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: 3-5

Dev. Date:  
2021-2022

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