Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Responding Connecting	**Anchor Standard 1: Generating and conceptualizing ideas** **Anchor Standard 2: Organizing and developing ideas.** **Anchor 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.**	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	

Creating	1.3A.5.Cr1	Activity Description:
● Imagine ● Plan, Make ● Evaluate, Refine	a. Generate and improvise rhythmic, melodic, and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical). 1.3A.5.Cr2 a. Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas. 1.3A.5.Cr3 a. Evaluate, refine, and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes. b. Present to others final versions of personally and collaboratively created music that demonstrates craftsmanship. Explain connection to expressive intent. 1.3A.5.Re7 a. Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Unit Title: Music, Identity, and Inclusion Unit Overview: In this unit, students will explore the themes of diversity, inclusion, and identity through the medium of music. They will learn about the contributions of LGBTQ+ and differently-abled individuals to the world of music and how music can serve as a platform for self-expression and advocacy. Through improvisation, composition, performance, and critical listening activities, students will meet the specified standards while celebrating the rich tapestry of human experiences. Week 1-2: Introduction to Diversity and Inclusion in Music ● Objective: Students will understand the importance of diversity and inclusion in the world of music. Activities: 1. Introduce the concept of diversity and inclusion through discussions and examples. 2. Explore the contributions of LGBTQ+ and differently-abled musicians to various genres of music. 3. Listen to and analyze music created by LGBTQ+ and differently-abled artists, discussing its significance and impact. Week 3-4: Exploring Identity through Music ● Objective: Students will reflect on their own identities and how music can be a form of self-expression. Activities:

Respond ● Select, Analyze ● Evaluate ● Interpret	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). 1.3A.5.Re8 a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. 1.3A.5.Re9 a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. 1.3A.5.Cn10 a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. 1.3A.5.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	1. Engage in reflective writing activities where students explore their own identities and personal connections to music. 2. Encourage students to share their musical preferences and experiences with the class, highlighting the diversity of musical tastes and backgrounds. 3. Guide students in creating and sharing their own musical compositions or improvisations inspired by their identities and experiences. Week 5-6: Analyzing and Evaluating Music ● Objective: Students will analyze and evaluate music from diverse perspectives, applying established criteria. Activities: 1. Introduce criteria for evaluating musical works and performances, considering elements such as melody, harmony, rhythm, and expression. 2. Have students listen to and analyze music created by LGBTQ+ and differently-abled musicians, applying the established criteria. 3. Facilitate group discussions where students share their evaluations and explain the appropriateness of the music to its context. Week 7-8: Creating and Performing Music ● Objective: Students will demonstrate their understanding of diversity and inclusion in music through the creation and performance of their own musical compositions. Activities: 1. Guide students in small group composition projects where they collaboratively create music that celebrates diversity and inclusion.

Connecting
● Interconnect

Enduring Understanding/s:	

1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	1. How do musicians generate creative ideas?
2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.	2. How do musicians make creative decisions?
3. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	3. How do musicians improve the quality of their creative work?
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.	4. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
5. The personal evaluation of musical work(s) and	

2. Provide opportunities for students to rehearse and refine their compositions, considering elements such as rhythm, melody, harmony, and expression.
3. Organize a culminating performance event where students showcase their compositions to the school community, highlighting the diverse voices and experiences represented in their music.

Assessment:

● Students will be assessed based on their participation in class discussions, the quality of their musical compositions and performances, their ability to analyze and evaluate music from diverse perspectives, and their understanding of the connections between music, identity, and inclusion.

Interdisciplinary Connections:

Social Studies:

● Explore the historical and social contexts in which LGBTQ+ and differently-abled musicians lived and created their music. Discuss the challenges they faced and the impact of their work on society.

Language Arts:

● Integrate reading and writing activities focused on biographies of LGBTQ+ and differently-abled musicians, allowing students to explore their life stories and contributions to music.

performance(s) is informed by analysis, interpretation, and established criteria. 6. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	5. How do we judge the quality of musical work(s) and performance(s)? 6. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*
SEL/Create - (1) Generate and conceptualize artistic ideas and work. SEL/Respond - (7) Perceive and analyze artistic work.	SEL/Create CONSOLIDATED EU Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed. CONSOLIDATED EQ How do artists generate creative ideas? 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. CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that

SEL/Connect - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	impact one's perception and responses to personal life experiences? 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. 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?	

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback following the *I like, I wish, What If?* prompts. ● Group listening and guided critique with the teacher	**Benchmarks:** ● Regular recordings to document musical growth ● Written critiques and self-assessments **Summative Assessments:** ● In-class and/or Public Performances/Publications ● School/community/festival performances ● Final recordings and self-assessments

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources**	**ELL Core Resources**	**Gifted & Talented Core Resources**

	IEP/504/At-Risk/ESL		
Brian Laasko, *Alfred's Music Tech 101 (A Group Study Course in Modern Music Production Using Audio Technology)*, Alfred Music Publishing Websites: *120 Years of Electronic Music*, https://120years.net/ Soundtrap EDU, *Student Resources*, https://edu.soundtrap.com/student-resources/ Soundtrap EDU, *Lesson Plans & Teacher Resources*, https://edu.soundtrap.com/teacher-resources/lesson-plans/ Soundtrap EDU, *Culture Capsules,* https://edu.soundtrap.com/teacher-resources/culture-capsules/ *I Am* project, Soundtrap EDU https://edu.soundtrap.com/teacher-resources/lesson-plans/i-am-song/ Google Arts & Culture, *Music Makers Machines*, https://artsandculture.google.com/project/music-makers-and-machines Google Arts & Culture, *Early Pioneers of Electronic Music*, https://artsandculture.google.com/st	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. 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.	Allow access to supplemental materials, including the use of online bilingual dictionaries. 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.	Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.

ory/OwWRWQUJpScspQ?hl=en Google Arts & Culture, *An Introduction to Electronic Music*, https://artsandculture.google.com/project/intro-musicmakersmachines San Francisco Conservatory of Music, *Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon*, https://sfcm.edu/discover/newsroom/meet-wendy-carlos-transgender-pioneer-and-electronic-music-icon			

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 *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core**
- Offer resources to students in a variety of ways to	- Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile)	- Provide extended time to complete classwork and assessments as needed.	- Offer pre-assessments to better understand students' strengths, and

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.	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 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.	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.	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.

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:** ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Global and Cultural Awareness	
	Core Ideas:	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.
	Performance Expectation/s:	● 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	
	__X__CRP1. Act as a responsible and contributing citizen and employee. __X__CRP2. Apply appropriate academic and technical skills. __X__CRP3. Attend to personal health and financial well-being. __X__CRP4. Communicate clearly and effectively and with reason. __X__CRP5. Consider the environmental, social and economic impacts of decisions. __X__CRP6. Demonstrate creativity and innovation. __X__CRP7. Employ valid and reliable research strategies. __X__CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. __X__CRP9. Model integrity, ethical leadership and effective management. __X__CRP10. Plan education and career paths aligned to personal goals. __X__CRP11. Use technology to enhance productivity.	

		__X__CRP12 Work productively in teams while using cultural global competence.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)							
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*