Marking Period	Unit Title		Recommended Instructional Days
4	Marking Period 4		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.**	
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 a. Demonstrate developed musical ideas for improvisations, arrangements, or compositions to express intent. Explain connection to purpose and context **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	Unit Title: Creative Explorations in Music Unit Overview: In this unit, students will embark on a journey of creative exploration in music. They will learn to generate, develop, and evaluate musical ideas through improvisation, composition, and arrangement. Through collaborative activities and reflective discussions, students will deepen their understanding of the connections between music, personal expression, and context. Week 1-2: Introduction to Creative Expression in Music - Objective: Students will understand the importance of creative expression and its connection to purpose and context in music. Activities: 1. Introduce the concept of creative expression in music through discussions and examples. 2. Explore various musical elements such as rhythm, melody, harmony, and form. 3. Engage students in improvisation activities where they generate rhythmic, melodic, and harmonic ideas based on specific prompts or themes. Week 3-4: Developing Musical Ideas - Objective: Students will develop their musical ideas through improvisation, arrangement, and composition. Activities:

Respond ● Select, Analyze ● Evaluate ● Interpret	contexts. 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. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **1.3A.5.Cn11** a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	1. Guide students in expanding their improvisations into longer musical passages, incorporating variations in rhythm, melody, and harmony. 2. Introduce basic principles of music arrangement, such as creating accompaniment patterns and chord changes to support a melody. 3. Facilitate collaborative composition projects where students work together to create original pieces of music, discussing their intended purpose and context. Week 5-6: Evaluating and Refining Musical Works ● Objective: Students will evaluate, refine, and present their musical works, demonstrating craftsmanship and expressive intent. Activities: 1. Introduce criteria for evaluating musical works, considering elements such as creativity, technical skill, and emotional impact. 2. Guide students in providing constructive feedback to their peers, helping them identify areas for improvement and refinement. 3. Have students revise and refine their musical compositions based on the feedback received, documenting their revisions and explaining their rationale for changes. 4. Organize a presentation where students showcase their final versions of personally and collaboratively created music, explaining their connection to expressive intent and context. Week 7-8: Making Connections in Music ● Objective: Students will explore the relationships between music and other arts, disciplines, contexts, and daily life. Activities:

Connecting ● Interconnect		1. Engage students in discussions about the connections between music and visual arts, literature, history, and culture.
Enduring Understanding/s:		2. Integrate interdisciplinary activities where students explore how music reflects societal values, historical events, and cultural traditions.
1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.	1. How do musicians generate creative ideas?	3. Encourage students to make personal connections to music, reflecting on how their interests, knowledge, and skills influence their choices and interpretations. Assessment:
2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.	2. How do musicians make creative decisions?	● Students will be assessed based on their participation in improvisation, composition, and arrangement activities, their ability to develop and refine musical ideas, their understanding of the connections between music and context, and their reflections on the interdisciplinary relationships in music.
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?	Interdisciplinary Connections: Social Studies:
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?	● 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. ● Explore the contributions of diverse cultural groups to the development of music, highlighting the influence of indigenous, immigrant, and marginalized communities on musical traditions.
5. The personal evaluation of musical work(s) and		

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 impact one's perception and responses to personal life experiences?

SEL/Connect - (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	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 *IEP/504/At-Risk/ESL***	**ELL Core Resources**	**Gifted & Talented Core Resources**

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/ *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 Synth History, https://www.synthhistory.com/ San Francisco Conservatory of Music, *Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon*, https://sfcm.edu/discover/newsroom/meet-wendy-carlos-transgender-	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.

pioneer-and-electronic-music-icon Wendy Carlos, *The Wendy Carlos Homepage,* https://www.wendycarlos.com/			

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 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	• 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,	• 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.	• 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.

classroom or at home to reiterate content learned within the course.	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.		● 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*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A.*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*

52:16A-88			*18A:35-4.35*				