

Marking Period	Unit Title	Recommended Instructional Days
1	Exploring The Blues, Jazz, and Rock & Roll	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
Creating Performing Responding	<p>Standard 2: Organizing and developing ideas.</p> <p>Standard 3: Refining and completing products.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Interpreting intent and meaning.</p> <p>Anchor Standard 9: Applying criteria to evaluate products.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
<i>Artistic Practice:</i>	Performance Expectation/s:	
Creating <ul style="list-style-type: none"> ● Plan/Make ● Evaluate/Refine 	1.3A.8.Cr2 a. Select, organize, and document personal musical ideas for	<u>Activity Description:</u> Unit Title: <i>Exploring The Blues, Jazz, and Rock & Roll</i>

<p>Responding</p> <ul style="list-style-type: none">● Select/Analyze● Evaluate● Interpret	<p>arrangements, songs, and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.</p> <p>1.3A.8.Cr3</p> <p>a. Evaluate, refine, and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form and use of sound sources.</p> <p>b. Present the final versions of documented a. personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.</p> <p>1.3A.8.Re7</p> <p>a. Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>b. Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist or live performance).</p>	<p>Unit Overview: In this unit students will explore The Blues and Jazz, and each genre’s influence on modern day popular artists. Students will explore and discover the blues and jazz roots in African American history and culture and learn how this music continues to influence artists of today.</p> <p>Unit Duration: One marking period (approximately 9-10 weeks)</p> <p>Unit Objectives:</p> <ol style="list-style-type: none">1. Students will be able to identify major blues, jazz, and rock artists from diverse backgrounds and influences, including artists from the LGBT community.2. Students will be able to identify major works in the blues, jazz, and rock genres.3. Students will be able to identify characteristics of each genre and show, with evidence, how they have influenced modern day artists and their work. <p>Sessions 1-2: Introduction to the Genre</p> <ul style="list-style-type: none">● Introduction to blues, jazz, or rock genre exploring the characteristics of the music and how the musical elements like melody, rhythm, harmony, and form are used.● Guided discussions of the music’s key characteristics; <i>what musical elements jump out and make you take notice as you listen?</i>● Students will be able to identify the rhythmic aspects of the music, and explore African drumming and poly-rhythms.● Students will perform the <i>flat four</i>, <i>backbeat</i>, and/or <i>swing</i> groove with selected recordings.● Students will identify and listen to the key musical elements that drive each genre including rhythm, melody, lyrics, harmony, and
--	---	--

<p>Connecting</p> <ul style="list-style-type: none"> Interconnect 	<p>c. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>1.3A.8.Re8 a. Apply appropriate personally developed criteria to evaluate musical works or performances.</p> <p>1.3A.8.Re9 a. Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures, and historical periods convey expressive intent.</p> <p>1.3A.8.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.8.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>improvisation, listening to a variety of different styles and artists within each genre.</p> <p>Sessions 3-5: Identifying and Discussing Artists Influences and Historical Connections</p> <ul style="list-style-type: none"> Through guided discussions, students will take a closer look at the genre’s influences and historical connections including: <ul style="list-style-type: none"> views on African music and drumming traditions during colonial America and how it affected Africanisms and the African-American culture. the culture and climate of African-American people and artists specifically in the New Orleans area, exploring how and why they adopted European musical customs into their own. how jazz and the blues continue to influence and affect modern day artists, and the development of Rock & Roll music. the importance of the Harlem Renaissance and how it helped shape the blues, jazz, and future generations. Listen to and discuss key artists from each genre and how they affected the development of the genre. <ul style="list-style-type: none"> focus on artists that represent a diverse background of races and cultures, including artists from the LGBT community. discuss how the artist's personal experiences influenced their creativity and how that impacted the music and future artists. Listen to and identify key compositions and recordings that best represent each genre and discuss how those works were influenced by the artist’s experiences, cultures, and ideologies, as well as how these works influenced future generations.
<p>Enduring Understanding/s:</p>		
<p>1. Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>1. How do musicians make creative decisions?</p>	

<p>2. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>3. 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.</p> <p>4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>2. How do musicians improve the quality of their creative work?</p> <p>3. How do individuals choose music to experience? How does understanding the 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>Sessions 6-8: Selecting Focus Artists and Creating Multimedia Presentations</p> <ul style="list-style-type: none"> Working in small groups, students will select artists from a list of key artists supplied by the teacher that represent a diverse population of musicians from different cultural backgrounds and communities, including the LGBT community. Using a predefined teacher-created templates, students will create a multimedia presentation that focuses on a specific artist and explores: <ul style="list-style-type: none"> how the artist was influenced by their personal cultures, background, and socio-economic events of their time. the artist's key musical contributions to the genre; <i>what musical achievements is this artist most known for with the genre?</i> how the artist influenced future generations. identifying artists and groups that have been directly affected by this music. Students will include photos and musical excerpts that help define the artist, their work, and their influences and history. <p>Sessions 9-10: Presenting Research and Work</p> <ul style="list-style-type: none"> Students will practice and present their works for the class and answer questions from their peers about their work and research. Students will reflect on their learning and experiences and journal and/or discuss: <ul style="list-style-type: none"> <i>How has learning more about this music changed or influenced your own musical preferences?</i> <i>Have any of the artists you have learned about connected with you in a personal way? How? Why?</i> <i>Has listening to this music made you appreciate it more? Do you think it will change your future musical listening choices? Why or why not?</i>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> (2) Organize and develop artistic ideas and work. 	<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 - (8) Interpret intent and meaning in artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>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.</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>Interdisciplinary Connections:</p> <p>History:</p> <ul style="list-style-type: none"> • Explore the historical and cultural contexts of the music studied, connecting musical traditions to historical events, social movements, and cultural exchanges. • Analyze how music reflects societal values, traditions, and identity within different cultures and historical periods.
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Peer and self feedback in critical response format. 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Performance Tests - Rubric Evaluations • Recording assignments • Written Tests/Quizzes <p><u>Summative Assessments:</u></p>	

		<ul style="list-style-type: none"> • In-class Performances • School/community/festival performances 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<p>PBS.org, <i>The Blues</i>,: https://www.pbs.org/theblues/index.html</p> <p>PBS.org, <i>The Blues Classroom</i>, https://www.pbs.org/theblues/classroom/lessons.html</p> <p>Ken Moore, <i>Enduring Rhythms</i>, https://www.furious.com/perfect/ending.html</p> <p>neh.gov, <i>Learning the Blues</i>, https://edsitement.neh.gov/lesson-plans/learning-blues</p> <p><i>Southern Mosaic</i>: The John and Ruby Lomax 1939 Southern States Recording Trip, Library of Congress https://www.loc.gov/collections/john-and-ruby-lomax/about-this-collection/</p> <p><i>Jazz in the Classroom</i>, chiaroscurojazz.org, https://chiaroscurojazz.org/in-the-classroom/index612/</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>

<p><i>Lesson Plans</i>, jazzinamerica.org, https://www.jazzinamerica.org/LessonPlan</p> <p><i>The Blues Collection</i>, teachrock.org, https://teachrock.org/collection/blues-collection/</p> <p><i>Birth of Rock</i>, teachrock.org, https://teachrock.org/book/birth-of-rock/</p>			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • 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 • Google Slides and teacher created templates for presentations • Music learning websites listed above: 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	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. 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly.

<ul style="list-style-type: none"> 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"> 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. 	<ul style="list-style-type: none"> 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"> 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>Disciplinary Concept:</p> <ul style="list-style-type: none"> Career Awareness and Planning Creativity and Innovation 		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<ul style="list-style-type: none"> 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:	<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>	

Content Area: Visual & Performing Arts (NJSLs-VPA 2.1 - 2.5)
Music
Grade: 6-8

Dev. Date:
2021-2022

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>	X	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>
--	---	--	---	---	---	---	--	--	---