

Marking Period	Unit Title	Recommended Instructional Days
2	Performing Music - Examining the Elements of Music	45 days
<i>Artistic Process:</i>	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit
Performing Connecting	<p>Anchor Standard 4: Selecting, analyzing, and interpreting work.</p> <p>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>	
	<i>Artistic Practice:</i>	
Performing <ul style="list-style-type: none"> ● Select, Analyze, Interpret ● Rehearse, Evaluate, Refine ● Present 	<p>1.3A.8.Pr4</p> <p>a. Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance, and explain expressive qualities, technical challenges, and reasons for choices.</p> <p>b. Compare the structure of contrasting pieces of music selected for performance, explaining how the</p>	<p>Activity Description:</p> <p>Unit Title: Performing Music - Examining the Elements of Music</p> <p>Unit Overview: This unit will explore how artists prepare a musical work for a performance. Students, as a class, will take on the role of the artist/ensemble, choosing, preparing, and performing a musical work or works. Student performances can be based on choral or instrumental works that include connections to nature and our climate, but should strive to explore different performance aspects including singing, spoken</p>

	<p>elements of music are used in each.</p> <p>c. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.</p> <p>d. Identify and explain how cultural and historical context inform performances and result in different musical effects.</p> <p>e. Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, and phrasing).</p> <p>1.3A.8.Pr5 a. Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.</p> <p>1.3A.8.Pr6 a. Perform music with technical accuracy, stylistic expression, and culturally authentic practices to convey the creator's intent.</p> <p>b. Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.</p>	<p>word, ocarina, recorder, boom whackers, or instruments, or a combination of voices and instruments. All students will connect the creative process of performing music to the scientific method.</p> <p>Unit Duration: One marking period (approximately 9-10 weeks)</p> <p>Learning Objectives:</p> <ol style="list-style-type: none">1. Work together as a class to select a piece to prepare for performance from a curated list of diverse and contrasting styles and genres, and be able to explain the expressive qualities, technical challenges, and reasons for their choices.2. Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic, and/or harmonic notation.3. Identify and explain the cultural and historical context of the piece and how that should influence their performance and appreciation for the work.4. Record and listen to their progress as they practice and prepare the piece for performance, developing—with teacher guidance—musical criteria on which they can gauge their progress and performance. <p>Sessions 1: Musical Selections</p> <ul style="list-style-type: none">• Students will listen to works and discuss their styles, backgrounds, expressive qualities, and technical musical challenges, understanding they are listening to works that they will then practice and prepare for performance.• With teacher guidance, students will eliminate certain choices from the list based on their technical difficulties based on the classes musical strengths.• Class will also discuss the style and genre of each piece, as well as its perceived meaning and take that into consideration when making their final choice.
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<p>Connecting</p> <ul style="list-style-type: none"> Interconnect 	<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>	<ul style="list-style-type: none"> In small groups students will again listen to each piece and complete a short Google Form that asks the students for their top three choices, and why they ultimately chose each piece. <p>Sessions 2-3: Listening & Practice</p> <ul style="list-style-type: none"> Based on the discussions and student polls from the prior week, a new piece will be presented to the students for performance. Students will re-listen to the work, and explore the piece's use of melody, harmony, rhythm, form, dynamics, and expressive qualities. <ul style="list-style-type: none"> <i>What is the overall feeling of the piece?</i> <i>How does the composer/performer convey the meaning and feel of the musical work through the manipulation of the musical elements?</i> With teacher guidance as the conductor, students will begin to break down the piece into its primary components, practicing with identified techniques including: <ul style="list-style-type: none"> <i>Say-It/Count-it then Play-it/Sing-it</i> <i>Slow it Down</i> <i>3 Times Perfect</i> <i>Chunking</i> <i>Separate the Elements</i> As an ensemble students will begin to learn and understand the practice/rehearsal techniques and proper behavior/standard practices for a rehearsing ensemble. Students should be aware that they should listen to the work and practice it at home, utilizing online resources such as recordings, practice videos, and exemplary recordings. After working on a specific section of the song for 1-2 sessions, the teacher will record it for future listening/critique. <p>Session 4: The First Critique</p>
<p>Enduring Understanding/s:</p>		
<ol style="list-style-type: none"> Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Musicians connect their personal interests, experiences, ideas, and 	<ol style="list-style-type: none"> How do performers select repertoire? How do musicians improve the quality of their performance? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? How do musicians make meaningful connections to 	

<p>knowledge to creating, performing, and responding.</p>	<p>creating, performing, and responding?</p>	<ul style="list-style-type: none"> ● With teacher guidance, the students will listen to the first recorded segment of the work and critique their performance/progress using the <i>I Like, I wish, What If?</i> prompts. ● Students will discuss the 5 basic criteria for judging a music work: in-Time (rhythm, steady beat), in-Tone (timbre, tone quality), in-Tune (intonation), in-Touch (dynamic contrast, expressiveness), and in-Tech (technique) ● Students will reflect on their work and progress and begin to keep a weekly practice journal - online as a class blog or individually - sharing and reflecting on their musical progress.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Perform - (5) Develop and refine artistic techniques and work for presentation.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, and refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Connect CONSOLIDATED EU Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p> <p>CONSOLIDATED EQ How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p>	<p>Sessions 5-6-7-8: The Creative Cycle</p> <ul style="list-style-type: none"> ● The teacher will discuss the basic rehearsal process: <ul style="list-style-type: none"> ○ mindful rehearsing or practicing the work with knowledge of the style, composer intentions, and historical and/or pedagogical significance. ○ evaluating your performance on the fly, or through recording sessions ○ developing ideas to refine the work - the “prescription” for what needs to be done/worked on in order to improve the work ● The teacher will reflect with students on the 5 criteria and how they are related to one another <ul style="list-style-type: none"> ○ <i>Which criteria are most important? Why?</i> ○ <i>How do the criteria of in-time, in-tone, in-tune, and in-touch build upon one another?</i> ○ <i>How does technique affect all of the above criteria?</i> ● With teacher guidance, the students will continue to work as an ensemble, rehearsing and refining the work, taking frequent pauses to listen to and critique their musical progress. ● The teacher will ask questions about the piece that focus student attention to different aspects as they perform, giving students a voice in the rehearsal process.

		<ul style="list-style-type: none"> Students will reflect weekly on their own progress and musical growth. <p>Sessions 9-10: The Final Performance (Ready or Not!)</p> <ul style="list-style-type: none"> For the final performance students will perform the piece for a live audience and/or record the piece for presentation. Students will do a final critique of the work on their own, after teacher guided group discussions. <p>Interdisciplinary Connections:</p> <p>Science & Other Arts/Society</p> <ul style="list-style-type: none"> Compare and contrast the creative process and the scientific method. <i>How do they align with one another? What is the difference between the scientific method and the creative process?</i> Discuss how the creative process is used in other artistic fields and in society. <i>Do you do anything similar to the creative process in your own lives at school or at home?</i>
<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>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback following the <i>I like, I wish, What If?</i> prompts. Group listening and guided critique with the teacher 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Regular recordings to document musical growth Written critiques and self-assessments <p>Summative Assessments:</p> <ul style="list-style-type: none"> In-class Performances School/community/festival performances Final recordings and self-assessments

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>A small library of works that are accessible to your students' performance level, from a variety of styles/genres and for a variety of ensembles/performing groups including:</p> <ul style="list-style-type: none"> ● Body Percussion ● Simple 1-2 part songs ● Spoken word chorus ● 1-2 part arrangements for recorder or ocarina ● Arrangements that include parts for voice and instruments. 	<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>
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 ● Recording equipment 			

Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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. ● 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"> ● 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, 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 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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. ● Propose interest-based extension activities and opportunities for extra credit.

	<p>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.</p>		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Global and Cultural Awareness 		
	<p>Core Ideas:</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>Performance Expectation/s:</p>	<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. 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</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.</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>
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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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>