

Marking Period	Unit Title	Recommended Instructional Days
4	Creating Music with Meaning	45 - 90 days
<i>Artistic Process:</i>	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit
Creating Performing Responding Connecting	<p>Anchor Standard 1: Generating and conceptualizing ideas</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor 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:	

<p>Creating</p> <ul style="list-style-type: none">● Imagine● Plan, Make● Evaluate, Refine	<p>1.3A.8.Cr1 a. Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, and codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).</p> <p>1.3A.8.Cr2 a. Select, organize, and document personal musical ideas for 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>b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>1.3A.8.Cr3 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</p>	<p><u>Activity Description:</u></p> <p>Unit Title: Creating Music with Meaning</p> <p>Unit Overview: For the final project students will complete an electronic music project on Soundtrap. The projects are listed below by grade level and can be differentiated to meet the skill levels of all students.</p> <ul style="list-style-type: none">● Grade 6: Exploring Conservation & Nature through Music: Students will create a multimedia, informative slide show that illustrates a specific natural environment with original music and information about conservation efforts.● Grade 7: The “I Am” Song Students will complete the “I Am” poem, filling in the blanks to create a poem either about themselves, an historical figure that they relate to, or a fictional character that inspires them.● Grade 8: Exploring Diversity & Inclusion through Music: Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon; students will explore the life of Wendy Carlos and try to understand the different stages of her career. Students will listen to her music from <i>Switched on Bach</i>, <i>A Clockwork Orange</i>, and <i>Tron</i> and use her life and work as an influence for their own musical works. <p>Unit Duration: One marking period (approximately 10 weeks)</p> <p>Learning Objectives:</p> <ol style="list-style-type: none">1. Students will develop their own creative process to hone their craft and develop their own sense of musicianship and create an original work that is based on a specific idea.2. Students will hone their process and reflect regularly with peers and the teacher, looking for feedback and to have their musical decisions reaffirmed.
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<p>Respond</p> <ul style="list-style-type: none">• Select, Analyze• Evaluate• Interpret	<p>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>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</p> <p>a. Apply appropriate personally developed criteria to evaluate musical works or performances.</p> <p>1.3A.8.Re9</p> <p>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>3. Students will reflect on their finished work and will have to be able to explain their musical choices and influences, and how their musical choices reflect their topic.</p> <p>Sessions 1-2: Project Creation</p> <ul style="list-style-type: none">• Students will complete the research and planning stages of their creative process.<ul style="list-style-type: none">○ Grade 6 students will be presented with photographs of different natural environments and will research the social, environmental, and economic issues that conservationists face. Students will research why each environment may need to be conserved and what people can do to help.○ Grade 7 Students will learn how to record and begin completing their <i>I Am</i> poem, researching an historical figure or family member if necessary.○ Grade 8 students will explore the music of Wendy Carlos and her <i>Switched on Bach</i> recordings. <p>Sessions 3-6: E-Music Lab</p> <ul style="list-style-type: none">• Students will work on their projects and submit weekly reflection within the Soundtrap collaboration pane answering the following prompts:<ul style="list-style-type: none">○ <i>What did I complete today? What did I like/dislike about my progress today? What did I have trouble with? What did I accomplish?</i>○ <i>What's next? What notes can I leave myself so I know what to do next when I jump back into this project?</i>• Students will work in class and at home, using online resources for help as well as teacher/peer assistance.
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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> <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>Session 7: Multimedia</p> <ul style="list-style-type: none"> Students creating a multimedia project will begin to create their presentation during week 7-8, completing research and original music for the final product. <p>Sessions 8-9-10: Final Project Presentations</p> <ul style="list-style-type: none"> Final student presentations will take place over the last few classes, and/or may be presented at a concert or recital. Students will reflect on their final project and discuss how the experience has or hasn't changed their views/preferences regarding electronic music and the artists that create and innovate within the field. Alternatively, students' songs could be published to a blog and or on a CD/digital download site for public presentation. <p>Interdisciplinary Connections:</p> <p>English/Language Arts</p> <ul style="list-style-type: none"> Integrate language arts skills into music composition by having students write and complete poems and practice reciting them for recording and music composition. Discuss the use of prose and beat within a poem and how the spoken words can be aligned with the beat of the music. <p>Science:</p> <ul style="list-style-type: none"> Collaborate with science teachers to explore the scientific principles of climate change, including greenhouse gas emissions, global warming, and the impact on ecosystems. Engage students in discussions and activities that integrate scientific concepts with musical compositions, such as analyzing
<p>Enduring Understanding/s:</p>		
<ol style="list-style-type: none"> The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to 	<ol style="list-style-type: none"> How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 	

<p>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>5. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>6. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>5. How do we judge the quality of musical work(s) and performance(s)?</p> <p>6. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>data on climate change trends and translating them into musical patterns or motifs.</p>
<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"> - (1) Generate and conceptualize artistic ideas and work. <p>SEL/Respond</p> <ul style="list-style-type: none"> - (7) Perceive and analyze artistic 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</p> <p>CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts</p>	

<p>SEL/Connect</p> <ul style="list-style-type: none"> (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. 	<p>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 responses to personal life experiences?</p> <p>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.</p> <p>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?</p>	
<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 following the <i>I like, I wish, What If?</i> prompts. Group listening and guided critique with the teacher 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Regular recordings to document musical growth Written critiques and self-assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> In-class and/or Public Performances/Publications School/community/festival performances

				<ul style="list-style-type: none"> 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>Brian Laasko, <i>Alfred's Music Tech 101 (A Group Study Course in Modern Music Production Using Audio Technology)</i>, Alfred Music Publishing</p> <p>Websites: <i>120 Years of Electronic Music</i>, https://120years.net/</p> <p>Soundtrap EDU, <i>Student Resources</i>, https://edu.soundtrap.com/student-resources/</p> <p>Soundtrap EDU, <i>Lesson Plans & Teacher Resources</i>, https://edu.soundtrap.com/teacher-resources/lesson-plans/</p> <p><i>I Am</i> project, Soundtrap EDU https://edu.soundtrap.com/teacher-resources/lesson-plans/i-am-song/</p> <p>Google Arts & Culture, <i>Music Makers Machines</i>, https://artsandculture.google.com/project/music-makers-and-machines</p> <p>Synth History,</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>https://www.synthhistory.com/</p> <p>San Francisco Conservatory of Music, <i>Meet Wendy Carlos: Transgender Pioneer and Electronic Music Icon</i>, https://sfc.edu/discover/newsroom/meet-wendy-carlos-transgender-pioneer-and-electronic-music-icon</p> <p>Wendy Carlos, <i>The Wendy Carlos Homepage</i>, https://www.wendycarlos.com/</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 Strategies & Techniques			
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 	<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

<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. 	<p>during instruction to better engage all learners.</p> <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. 	<p>introductory activities accordingly.</p> <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.
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	Disciplinary Concept:
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	<ul style="list-style-type: none"> Career Awareness and Planning Creativity and Innovation Critical Thinking and Problem-solving Global and Cultural Awareness 	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	<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	
	__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	

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

Dev. Date:
 2021-2022

	competence.
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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>	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>	X	Standards in Action: <i>Climate Change</i>	