

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	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	Standard #: 3 Description: Refining and completing products. Standard #: 6 Description: Conveying meaning through art. Standard #: 9 Description: Interpreting intent and meaning. Standard #: 10 Description: Synthesizing and relating knowledge and personal experiences to create products.	
Artistic Practice:	Performance Expectation/s:	
Creating <ul style="list-style-type: none"> ● Imagine ● Plan/Make ● Evaluate/Refine Performing <ul style="list-style-type: none"> ● Rehearse/Evaluate/Refine ● Select/Analyze/Interpret ● Present 	Proficient 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. 1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic	Activity Description: Unit Title: Exploring Diversity through Guitar Music Unit Objectives:

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Proficient 1.3C.12prof.Re9a: Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.</p> <p>Proficient 1.3B.12prof.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.</p>	<ol style="list-style-type: none"> 1. Students will evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, considering how they address identified purposes. 2. Students will share personally developed melodies, rhythmic passages, and arrangements individually or as an ensemble, addressing identified purposes. 3. Students will develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from peers and other sources. 4. Students will evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. 5. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <p>Week 1-2: Introduction to Diversity in Music</p> <ul style="list-style-type: none"> ● Discussion on the importance of diversity and inclusion in music. ● Exploration of diverse musical genres and styles from around the world. ● Listening activities to expose students to different cultural musical traditions. ● Group discussion and reflection on the significance of diversity in music.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Week 3-4: Understanding Melodies and Rhythmic Passages</p>
<p>1. 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.</p>	<ol style="list-style-type: none"> 1. How do musicians improve the quality of their creative work? 2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 	<ul style="list-style-type: none"> ● Introduction to melody and rhythm on the guitar. ● Analysis of melodies and rhythmic passages from diverse musical traditions. ● In-class exercises and assignments to develop draft melodies and rhythmic passages. ● Peer feedback sessions to evaluate and refine draft compositions based on established criteria.

<p>2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>3. Through their use of elements and structures of music, creators and performers.</p> <p>4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>3. How do we discern the musical creators' and performers' expressive intent?</p> <p>4. How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Week 5-6: Arrangements and Improvisations</p> <ul style="list-style-type: none"> • Study of different approaches to arranging music for the guitar. • Exploration of improvisational techniques in various musical styles. • Group and individual activities to create arrangements and improvisations that incorporate elements of diversity. • Peer sharing sessions to showcase personally developed arrangements and improvisations addressing identified purposes. <p>Week 7-8: Expressive Challenges and Performance</p> <ul style="list-style-type: none"> • Identification of expressive challenges in selected repertoire pieces. • Development of strategies to address these challenges in performances. • Rehearsals and ensemble activities focusing on refining performances. • Peer and self-evaluation using feedback to improve performances and address expressive challenges. <p>Week 9-10: Evaluation and Reflection</p> <ul style="list-style-type: none"> • Evaluation of works and performances based on personally or collaboratively developed criteria. • Reflection on personal growth and learning experiences throughout the unit. • Discussion on how interests, knowledge, and skills relate to personal choices and intent in creating, performing, and responding to music. • Culminating activity: Student presentations or performances showcasing their learning journey and understanding of diversity and inclusion in guitar music. <p>Assessment:</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create: (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform: (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond: (9) Perceive and analyze artistic work.</p> <p>SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p>SEL/Create: CONSOLIDATED EU: Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.</p> <p>CONSOLIDATED EQ: How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p> <p>SEL/Perform: CONSOLIDATED EU: Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</p>	

	<p>CONSOLIDATED EQ: When is a presentation/performance judged ready to present? How do context and the manner in which work is presented influence the audience's response?</p> <p><i>SEL/ Respond:</i> 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 artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p><i>SEL/Connect:</i> 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>	<ul style="list-style-type: none"> ● Formative assessments: Peer feedback sessions, in-class exercises, group discussions. ● Summative assessments: Performance evaluations, composition portfolios, reflective essays. <p>This unit plan integrates diverse musical elements while addressing the provided standards, fostering a learning environment that celebrates cultural diversity and promotes inclusion in music education.</p> <p>Interdisciplinary Connections:</p> <p>1. Social Studies:</p> <ul style="list-style-type: none"> ● Explore the historical and cultural contexts of the music genres studied in the unit, connecting them to broader social and historical events. ● Discuss how music has been used as a form of expression and resistance in various social movements throughout history. <p>2. Language Arts:</p> <ul style="list-style-type: none"> ● Incorporate writing assignments where students analyze song lyrics from different cultures and genres, examining themes of identity, diversity, and social justice. ● Engage in creative writing activities where students write their own lyrics inspired by the diverse musical styles explored in class.
<p>Assessments (Formative)</p>	<p>Assessments (Summative)</p>	

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<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
<ul style="list-style-type: none"> Anthony Glise, <i>Classical Guitar Pedagogy</i>, (Mel Bay Publications, 1997). Bradford Werner, <i>Classical Guitar Method 1</i>, (Werner Guitar Editions, 2019) Austin Classical Guitar Curriculum, (www.guitarcurriculum.com) Aaron Shearer, <i>Classical Guitar Foundations</i>, (Alfred Music; Spi Pap/Co edition December 7, 2012) Suzuki Guitar School - 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.

<p>Volume 1 (Dr. Shinichi Suzuki - Alfred Publishing Company. 1991)</p> <ul style="list-style-type: none"> • Carol Ann Tomlinson, <i>Responding to the Needs of All Learners</i>, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999). • John McCarthy, <i>So All Can Learn: A Practical Guide to Differentiation</i>, Rowman & Littlefield Publishers 			
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 • Noteflight Notation Software • Music learning websites listed above <p>Other:</p> <ul style="list-style-type: none"> • N/A 			
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 students additional time and preferential seating as needed, according to their IEP or 504 plan. Review, restate and repeat directions during 	<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.
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	any formal or informal assessments.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <ul style="list-style-type: none"> 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:	<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.		

Content Area: Visual & Performing Arts (NJSLS-VPA 2.1 - 2.5)
 Art: Guitar I
 Grade: 9-12

Dev. Date:
 2021-2022

	__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.
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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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	Standards in Action: <i>Climate Change</i>