

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days
Artistic Process:	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	Standard #: 1 Generating and conceptualizing ideas. Standard #: 6 Description: Conveying meaning through art. Standard #: 8 Description: Interpreting intent and meaning. Standard #: 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
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 1.3.C.1prof.Cr1a: Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal. Proficient	Activity Description: Unit Title: LGBTQ+ and Disability Representation in Guitar Music Unit Objectives: 1. Students will compose and improvise melodies, rhythmic passages, and arrangements that reflect characteristics of music from diverse

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>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</p> <p>1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.</p> <p>Proficient</p> <p>1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>cultures and historical periods, with a focus on LGBTQ+ and disability themes.</p> <ol style="list-style-type: none"> 2. Students will develop strategies to address expressive challenges in performing music that represents LGBTQ+ and disability experiences, refining their performances based on feedback from peers and other sources. 3. Students will explain and support interpretations of the expressive intent and meaning of musical works related to LGBTQ+ and disability representation, citing evidence from the treatment of musical elements and personal research. 4. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music, particularly with regard to LGBTQ+ and disability themes. <p>Week 1-2: Introduction to LGBTQ+ and Disability Representation in Music</p> <ul style="list-style-type: none"> ● Discussion on the importance of diversity and representation in music. ● Exploration of songs and compositions by LGBTQ+ and disabled artists, highlighting their contributions to the music industry. ● Listening activities to analyze how music can convey emotions and experiences related to LGBTQ+ and disability themes.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Week 3-4: Compositional Techniques and Expression</p>
<ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 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. 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 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 compositional techniques and strategies for expressing LGBTQ+ and disability themes through music. ● In-class composition exercises focusing on creating melodies, rhythmic passages, and arrangements inspired by personal experiences or stories shared by LGBTQ+ and disabled individuals. ● Peer feedback sessions to evaluate and refine compositions, considering their effectiveness in conveying the intended themes and emotions.

<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 the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Week 5-6: Rehearsals and Performance</p> <ul style="list-style-type: none"> • Rehearsals of student compositions, individually or in small ensembles. • Development of strategies to address expressive challenges in performing music that represents LGBTQ+ and disability experiences, such as conveying empathy and understanding. • Peer and self-evaluation of performances, using feedback to refine expressive techniques and interpretations.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p>Week 7-8: Interpretation and Analysis</p> <ul style="list-style-type: none"> • Group discussions on the expressive intent and meaning of selected musical works related to LGBTQ+ and disability representation. • Analysis of the treatment of musical elements, contexts, and personal research to support interpretations. • Reflection on how music can challenge stereotypes and promote empathy and inclusivity.
<p>SEL/Create: (1) Generate and conceptualize artistic ideas and work</p> <p>SEL/Perform: (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond: (8) Interpret intent and meaning in artistic work.</p> <p>SEL/Connect: (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p>SEL/Create: 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/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:</p>	<p>Week 9-10: Culminating Project and Reflection</p> <ul style="list-style-type: none"> • Culminating project: Students create a multimedia presentation or performance that combines their original compositions with visuals, spoken word, or other artistic elements to explore LGBTQ+ and disability themes. • Reflection on personal growth and learning experiences throughout the unit, considering how their interests, knowledge, and skills influenced their choices and intent in creating and performing music with a focus on diversity and representation. <p>Assessment:</p> <ul style="list-style-type: none"> • Formative assessments: Composition exercises, peer feedback sessions, rehearsal observations.

	<p>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: 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>	<ul style="list-style-type: none"> Summative assessments: Performance evaluations, composition portfolios, reflective essays. <p>Interdisciplinary Connections:</p> <p>1. Social Studies:</p> <ul style="list-style-type: none"> Collaborate with social studies teachers to explore the historical and cultural contexts of LGBTQ+ rights movements and disability activism. Analyze how music has been used as a form of protest and expression within these social movements, connecting historical events to the themes explored in the unit.
<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"> Musical Instruments Tuners and Metronomes Recording Equipment John McAllister, <i>Young Ensemble Warm-Ups</i> (johnmcallistermusic.com, (2014) John McAllister, <i>Folk Song Chorales</i> (2014) Claude T. Smith, Jensen Publications, <i>Symphonic Warm-Ups for Band</i> (1982) J. E. Skornicka and Robert Miller, <i>Rubank Intermediate Method</i>, Hal-Leonard Publications (1936) Carol Ann Tomlinson, <i>Responding to the Needs of</i> 	<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><i>All Learners</i>, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999).</p> <ul style="list-style-type: none"> • John McCarthy, <i>So All Can Learn: A Practical Guide to Differentiation</i>, Rowman & Littlefield Publishers (2017) • musictheory.net - Lessons & Exercises for Music Theory • musictheory.net/piano - Visual Piano • sightreadingfactory.com 			
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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
- Noteflight Notation Software
- Music learning websites listed above

Other:

- N/A

**Differentiated Student Access to Content:
 Recommended *Strategies & Techniques***

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 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand

<p>accommodate for multiple learning styles.</p> <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>Kinesthetic, Tactile) approach as needed 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.	<p>assessments as needed. Assignments and rubrics may need to be modified.</p> <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>students' strengths, and create an enhanced set of 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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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. __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.	

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

Dev. Date:
 2021-2022

	__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>	X	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>	Standards in Action: <i>Climate Change</i>