Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating ● Imagine ● Plan/Make ● Evaluate/Refine **Performing** ● Rehearse/Evaluate/Refine ● Select/Analyze/Interpret ● Present	**HS Accomplished** 1.3C.12acc.Cr3 a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.	**Activity Description**: Unit Title: Exploring Musical Expression through Guitar Unit Objectives: 1. Students will evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed

Responding ● Select/Analyze ● Evaluate ● Interpret **Connecting** ● Interconnect	**HS Accomplished** 1.3C.12acc.Pr6 a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. **HS Accomplished** 1.3C.12acc.Re9 a. Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. **HS Accomplished** 1.3C.12acc.Cn10 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	criteria, focusing on addressing identified purposes related to diversity and inclusion. 2. Students will demonstrate mastery of technical demands and expressive qualities in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. 3. Students will understand the intent as a means for connecting with an audience through both prepared and improvised performances, fostering empathy and cultural appreciation. 4. Students will evaluate works and performances based on research and personally and collaboratively developed criteria, analyzing and interpreting the structure and context to deepen understanding. 5. 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 diversity and inclusion. Week 1-2: Introduction to Diversity in Music ● Discussion on the importance of diversity and inclusion in music education. ● Exploration of music from diverse cultures, styles, and genres, highlighting contributions from underrepresented groups. ● Listening activities and analysis of diverse musical compositions to identify elements of cultural and stylistic diversity. Week 3-4: Technical Mastery and Expressive Performance ● Focus on mastering technical skills on the guitar, including fingerpicking techniques, chord progressions, and scales. ● Study of expressive qualities in music, such as dynamics, phrasing, and articulation, through analysis and performance of diverse repertoire. ● Rehearsals and feedback sessions to refine performances, emphasizing expression and connection with the audience.
Enduring Understanding/s:	**Essential Question/s:**	
1. Performers' interest in and knowledge of musical works, understanding of	1. How do musicians improve the quality of their creative work? 2. When is a performance judged ready to present? How do context and	

their own technical skill, and the context for a performance influence the selection of repertoire. 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. 3. Through their use of elements and structures of music, creators and performers. 4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	the manner in which musical work is presented influence audience response? 3. How do we discern the musical creators' and performers' expressive intent? 4. How do musicians make meaningful connections to creating, performing, and responding?	**Week 5-6: Creating and Refining Arrangements** ● Introduction to arranging music for the guitar, incorporating elements of diversity and inclusion. ● In-class exercises and assignments to develop draft arrangements and compositions inspired by diverse musical traditions. ● Peer feedback sessions and collaborative workshopping to refine arrangements and compositions based on established criteria. **Week 7-8: Cultural Context and Interpretation** ● Research projects where students explore the cultural and historical contexts of selected musical works, focusing on underrepresented cultures and marginalized communities. ● Group discussions on the interpretation and significance of music within its cultural and historical context, emphasizing empathy and understanding. ● Rehearsals and performances of selected repertoire pieces, incorporating insights gained from research and discussion. **Week 9-10: Culminating Project and Reflection** ● Culminating project: Students create a multimedia presentation or performance showcasing their understanding of diversity and inclusion in music, incorporating original compositions, arrangements, and interpretations. ● Reflection on personal growth and learning experiences throughout the unit, considering how interests, knowledge, and skills influenced choices and intent in creating, performing, and responding to music with a focus on diversity and inclusion. Assessment: ● Formative assessments: Composition exercises, performance evaluations, peer feedback sessions.
Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create: (3) Refine and complete artistic ideas and work. SEL/Perform: (6) Convey meaning through the presentation of artistic work. SEL/Respond: (9) Perceive and analyze artistic work. SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.	***SEL/Create:*** CONSOLIDATED EU: Refinement of artistic work is an iterative process that takes time, discipline, and collaboration. CONSOLIDATED EQ: How do artists use a critique process and reflection to refine a work and decide it's ready to be shared? ***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.

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?

SEL/ Respond:
CONSOLIDATED EU:
The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.

CONSOLIDATED EQ:
How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.

SEL/Connect:
CONSOLIDATED EU:
Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.

CONSOLIDATED EQ:
How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?

- Summative assessments: Culminating project presentations or performances, reflective essays, self-assessments.

Interdisciplinary Connections:

1. Social Studies:

- Collaborate with social studies teachers to explore the historical and cultural contexts of the music studied in class. Students can investigate the social dynamics, political movements, and historical events that influenced the development of diverse musical traditions.
- Discuss how music has been used as a form of cultural expression and resistance within different societies, highlighting the contributions of marginalized communities to the musical landscape.

2. Language Arts:

- Integrate literary works from diverse cultural backgrounds into the curriculum, exploring themes and motifs that resonate with the music studied. Students can analyze poetry, prose, and lyrics to deepen their understanding of cultural perspectives and artistic expression.
- Engage in creative writing activities where students write song lyrics inspired by the themes of diversity and inclusion, exploring personal experiences and perspectives.

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format.	**Benchmarks:** ● Performance Tests - Rubric Evaluations ● Recording assignments ● Written Tests/Quizzes **Summative Assessments:** ● In-class Performances ● School/community/festival performances

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
● Anthony Glise, *Classical Guitar Pedagogy*, (Mel Bay Publications, 1997). ● Bradford Werner, *Classical Guitar Method 1,* (Werner Guitar Editions, 2019*)* ● Austin Classical Guitar Curriculum, (www.guitarcuriculum.com) ● Aaron Shearer, *Classical Guitar Foundations,*	● 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,	● 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.	● Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.

(Alfred Music; Spi Pap/Co edition December 7, 2012) - Suzuki Guitar School - Volume 1 (Dr. Shinichi Suzuki - Alfred Publishing Company. 1991) - Carol Ann Tomlinson, *Responding to the Needs of All Learners, (*Alexandria, VA: Association for Supervision and Curriculum Development, 1999). - John McCarthy, *So All Can Learn: A Practical Guide to Differentiation,* Rowman & Littlefield Publishers	comprehension and time on task.		

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 *IEP/504/At-Risk/ESL*	ELL Core Resources	Gifted & Talented Core
● 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.	● 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	● 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.	● 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.

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	**Disciplinary Concept:** ● 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:	● 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 competence.

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	X	Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a*		Standards in Action: *Climate Change*