

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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 #: 4 Description: Developing and refining techniques and models or steps needed to create products. 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 	HS Accomplished 1.3C12acc.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: Guitar II and Climate Action Unit Objectives: 1. Students will evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed

<ul style="list-style-type: none"> • Present <p>Responding</p> <ul style="list-style-type: none"> • Select/Analyze • Evaluate • Interpret <p>Connecting</p> <ul style="list-style-type: none"> • Interconnect 	<p>b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>HS Accomplished 1.3C.12acc.Pr4</p> <p>a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>b. Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p> <p>c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.</p> <p>HS Accomplished 1.3C.12acc.Re8</p> <p>a. Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music,</p>	<p>criteria, with a focus on addressing identified purposes related to climate change.</p> <ol style="list-style-type: none"> 2. Students will share personally developed melodies, rhythmic passages, and arrangements that address identified purposes, either individually or as an ensemble, highlighting the role of music in advocating for environmental sustainability. 3. Students will develop and apply criteria to select a varied repertoire to study and perform, considering theoretical and structural characteristics, expressive challenges, technical skill, and the purpose and context of the performance, with a focus on climate-related themes. 4. Students will document and demonstrate, using music reading skills where appropriate, how compositional devices and theoretical aspects impact and inform prepared and improvised performances, connecting with the audience through expressive and stylistic interpretations. 5. Students will support interpretations of the expressive intent and meaning of musical works related to climate change, citing evidence from the treatment of musical elements, contexts, and varied researched sources. 6. Students will demonstrate understanding of relationships between music and other arts, disciplines, contexts, and daily life, exploring the intersection of music and environmental advocacy. <p>Week 1-2: Introduction to Climate Change and Music</p> <ul style="list-style-type: none"> • Discussion on the global impact of climate change and the role of activism in addressing environmental issues. • Exploration of music related to climate change and environmental advocacy, including songs, compositions, and performances by artists who advocate for sustainability. • Listening activities and analysis of music with climate-related themes, identifying expressive elements and emotional resonance. <p>Week 3-4: Composition and Arrangement</p>
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	<p>contexts, the setting of the text (when appropriate), and varied researched sources.</p> <p>HS Accomplished 1.3C.12acc.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ul style="list-style-type: none"> ● Introduction to compositional techniques and strategies for addressing climate-related themes in music. ● In-class composition exercises focusing on creating melodies, rhythmic passages, and arrangements inspired by environmental sustainability and climate action. ● Peer feedback sessions and collaborative workshopping to refine compositions based on established criteria. <p>Week 5-6: Performance Preparation</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</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> <p>2. 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.</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>1. How do musicians improve the quality of their creative work?</p> <p>2. How do musicians improve the quality of their performance?</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>	<ul style="list-style-type: none"> ● Selection of repertoire with climate-related themes to study and perform, considering theoretical and structural characteristics, expressive challenges, and technical skill. ● Rehearsals of selected repertoire, focusing on expressive interpretations, stylistic nuances, and connections with the audience. ● Documentation of compositional devices and theoretical aspects that inform prepared and improvised performances, using music reading skills where appropriate. <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 climate change, citing evidence from the treatment of musical elements, contexts, and varied researched sources. ● Research projects where students explore the cultural and historical contexts of music with climate-related themes, presenting their findings to the class. ● Reflection on how understanding the style, genre, and context of music influences prepared and improvised performances and connects with the audience in the context of environmental advocacy. <p>Week 9-10: Culminating Project and Reflection</p>

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Create: (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform: (4) Develop & refine artistic techniques & work for presentation.</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: 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 develop personal processes and skills. To express their ideas, artists analyze, evaluate, & 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/ Respond: 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</p>	<ul style="list-style-type: none"> ● Culminating project: Students create a multimedia presentation or performance showcasing their understanding of the intersection of music and climate action, incorporating original compositions, arrangements, and interpretations. ● Reflection on personal growth and learning experiences throughout the unit, considering how relationships between music and other arts, disciplines, contexts, and daily life inform their perspectives and choices as musicians and advocates for environmental sustainability. <p>Assessment:</p> <ul style="list-style-type: none"> ● Formative assessments: Composition exercises, performance evaluations, peer feedback sessions. ● Summative assessments: Culminating project presentations or performances, research presentations, reflective essays. ● <p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> ● Science: Explore the scientific principles of climate change, discussing topics such as greenhouse gas emissions, global warming, and the impact on ecosystems. ● Technology/Engineering: Incorporate technology into music composition and performance, using digital tools to create and manipulate sounds, as well as multimedia platforms to share and promote student compositions addressing climate change.

	<p>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>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>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 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 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>		

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 - Volume 1 (Dr. Shinichi Suzuki - Alfred Publishing Company. 1991) ● 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>, 	<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.

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 	<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 	<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.

<p>reiterate content learned within the course.</p>	<p>guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> • 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"> • Propose interest-based extension activities and opportunities for extra credit.
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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><i>Core Ideas:</i></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><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and

		<p>make him/herself more marketable in the job marketplace.</p> <ul style="list-style-type: none"> • 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	
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <p><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>	

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>
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Content Area: Visual & Performing Arts (NJSLA-VPA 2.1 - 2.5)
Art: Guitar II
Grade: 10-12

Dev. Date:
2021-2022
