

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,            Interdisciplinary Connections, and/or Student            Experiences to Explore NJSLs-VPA within Unit</b>
Creating Performing Responding Connecting	Standard #: 2 Organizing and developing ideas.  Standard #: 4 Description: Developing and refining techniques and models or steps needed to create products.  Standard #: 8 Description: Interpreting intent and meaning.  Standard #: 10 Description: Synthesizing and relating knowledge and personal experiences to create products.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> <ul style="list-style-type: none"> <li>● Imagine</li> <li>● Plan/Make</li> <li>● Evaluate/Refine</li> </ul> <b>Performing</b> <ul style="list-style-type: none"> <li>● Rehearse/Evaluate/Refine</li> <li>● Select/Analyze/Interpret</li> <li>● Present</li> </ul>	<b>HS Accomplished</b> 1.3C.12acc.Cr2 a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	<b>Activity Description:</b> Unit Title: Exploring Cultures Through Guitar II  Unit Objectives:  1. Students will select and develop arrangements, sections, and short compositions for specific purposes, demonstrating understanding of

<p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Select/Analyze</li> <li>• Evaluate</li> <li>• Interpret</li> </ul> <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• Interconnect</li> </ul>	<p><b>HS Accomplished</b>                  1.3C.12acc.Pr4                  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><b>HS Accomplished</b>                  1.3C.12acc.Re8                  a. 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 varied researched sources.</p> <p><b>HS Accomplished</b>                  1.3C.12acc.Cn10</p>	<p>characteristic(s) of music from a variety of cultures studied in rehearsal.</p> <ol style="list-style-type: none"> <li>2. Students will develop and apply criteria to select a varied repertoire to study and perform, based on an understanding of theoretical and structural characteristics, expressive challenges, technical skill, and the purpose and context of the performance.</li> <li>3. Students will document and demonstrate, using music reading skills where appropriate, how compositional devices and theoretical aspects of musical works impact and inform prepared and improvised performances.</li> <li>4. Students will 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.</li> <li>5. Students will support interpretations of the expressive intent and meaning of musical works, citing evidence from the treatment of musical elements, contexts, and varied researched sources.</li> <li>6. 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 exploring diverse cultures.</li> </ol> <p>Week 1-2: Introduction to Musical Diversity</p> <ul style="list-style-type: none"> <li>• Discussion on the importance of exploring music from diverse cultures in music education.</li> <li>• Introduction to music from various cultures, including different styles, genres, and traditions.</li> <li>• Listening activities and analysis of music from different cultures, identifying characteristic elements and expressive qualities.</li> </ul> <p>Week 3-4: Composition and Arrangement</p> <ul style="list-style-type: none"> <li>• In-class composition exercises focusing on creating arrangements, sections, and short compositions inspired by music from specific cultures.</li> </ul>
--	---	--

	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<ul style="list-style-type: none"> <li>• Study of compositional techniques and styles from different cultural traditions, incorporating elements into student compositions.</li> <li>• Peer feedback sessions and collaborative workshopping to refine compositions based on established criteria.</li> </ul>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	Week 5-6: Repertoire Selection
<p>1. Musicians’ creative choices are influenced by their expertise, context and expressive intent.</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 make creative decisions?</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 musicians make meaningful connections to creating, performing, and responding?</p>	<ul style="list-style-type: none"> <li>• Exploration of a varied repertoire of music from different cultures, styles, and historical periods.</li> <li>• Discussion on criteria for selecting repertoire for study and performance, considering theoretical and structural characteristics, expressive challenges, technical skill, and performance context.</li> <li>• Students document and demonstrate how the chosen repertoire influences their prepared and improvised performances, including the impact of compositional devices and theoretical aspects.</li> </ul> <p>Week 7-8: Interpretation and Analysis</p> <ul style="list-style-type: none"> <li>• Group discussions on interpretations of selected musical works, focusing on expressive intent and meaning.</li> <li>• Research projects where students investigate the cultural and historical contexts of music from specific cultures, presenting their findings to the class.</li> <li>• Reflection on how understanding the style, genre, and context of a varied repertoire of music influences performances and connects with the audience.</li> </ul>
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	Week 9-10: Culminating Project and Reflection
<p>SEL/Create: (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform: (4) Develop &amp; refine artistic techniques &amp; work for</p>	<p><b>SEL/Create:</b>          CONSOLIDATED EU:          Artists organize and develop creative ideas by balancing what is known with what is new.</p>	<ul style="list-style-type: none"> <li>• Culminating project: Students create a performance or presentation showcasing their understanding of musical diversity, incorporating compositions, arrangements, and interpretations from various cultures studied.</li> <li>• Reflection on personal growth and learning experiences throughout the unit, considering how interests, knowledge, and skills relate to</li> </ul>

<p>presentation.</p> <p>SEL/Respond: (8) Interpret intent and meaning in artistic work.</p> <p>SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p><b>CONSOLIDATED EQ:</b>                  How do artists make creative decisions?</p> <p><b>SEL/Perform:</b>  <b>CONSOLIDATED EU:</b>                  Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; refine their presentation/performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p><b>CONSOLIDATED EQ:</b>                  How do artists improve the quality of their presentation/performance?</p> <p><b>SEL/ Respond:</b>  <b>CONSOLIDATED EU:</b>                  The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p><b>CONSOLIDATED EQ:</b>                  How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p><b>SEL/Connect:</b>  <b>CONSOLIDATED EU:</b>                  Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p>	<p>personal choices and intent in creating, performing, and responding to music from diverse cultures.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Formative assessments: Composition exercises, performance evaluations, peer feedback sessions.</li> <li>● Summative assessments: Culminating project presentations or performances, research presentations, reflective essays.</li> <li>●</li> </ul> <p>Interdisciplinary Connections:</p> <p>Language Arts:</p> <ul style="list-style-type: none"> <li>● Integrate literature and poetry from the corresponding historical periods studied in class. Students can analyze the themes, imagery, and narrative structures of literary works and discuss how these elements relate to the music of the time.</li> <li>● Write reflective essays or creative pieces inspired by the music studied, exploring personal connections, interpretations, and responses to the expressive intent of musical works.</li> </ul>
--	---	---

	<p>CONSOLIDATED EQ:                  How does engaging in the arts deepen our understanding of ourselves, relate to other knowledge and events around us?</p>		
<p><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format.</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Performance Tests - Rubric Evaluations</li> <li>Recording assignments</li> <li>Written Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>In-class Performances</li> <li>School/community/festival performances</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<ul style="list-style-type: none"> <li>Musical Instruments</li> <li>Tuners and Metronomes</li> <li>Recording Equipment</li> <li>John McAllister, <i>Young Ensemble Warm-Ups</i> (johnmcallisttermusic.com, (2014)</li> <li>John McAllister, <i>Folk Song Chorales</i> (2014)</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including the use of online bilingual dictionaries.</li> <li>Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.</li> </ul>

<ul style="list-style-type: none"> <li>• Claude T. Smith, Jensen Publications, <i>Symphonic Warm-Ups for Band</i> (1982)</li> <li>• J. E. Skornicka and Robert Miller, <i>Rubank Intermediate Method</i>, Hal-Leonard Publications (1936)</li> <li>• Carol Ann Tomlinson, <i>Responding to the Needs of All Learners</i>, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999).</li> <li>• John McCarthy, <i>So All Can Learn: A Practical Guide to Differentiation</i>, Rowman &amp; Littlefield Publishers (2017)</li> <li>• <a href="http://musictheory.net">musictheory.net</a> - Lessons &amp; Exercises for Music Theory</li> <li>• <a href="http://musictheory.net/piano">musictheory.net/piano</a> - Visual Piano</li> <li>• <a href="http://sightreadingfactory.com">sightreadingfactory.com</a></li> </ul>	<p>appropriate.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>of any classwork, quiz or test to their individual needs.</p>	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• SMARTBoard</li> <li>• Noteflight Notation Software</li> <li>• Music learning websites listed above</li> </ul>			

<b>Other:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content:                  Recommended <i>Strategies &amp; Techniques</i></b>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>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).</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> <li>Propose interest-based extension activities and opportunities for extra credit.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> </ul>		
--	---	--	--

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Global and Cultural Awareness</li> </ul>		
	<p><b>Core Ideas:</b></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><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>• There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.</li> <li>• Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</li> <li>• With a growth mindset, failure is an important part of success.</li> <li>• Innovative ideas or innovation can lead to career opportunities.</li> <li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>• Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</li> </ul>	
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>		
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.  <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>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>