

Marking Period		Unit Title	Recommended Instructional Days
4		Marking Period 4	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 #: 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.		
Artistic Practice:	Performance Expectation/s:		
Creating - Imagine - Plan/Make - Evaluate/Refine Performing - Rehearse/Evaluate/Refine - Select/Analyze/Interpret - Present	HS Advanced 1.3C.12adv.Cr2 a. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. HS Advanced 1.3C.12adv.Pr4	Activity Description: Unit Title: Guitar III Creative Expression Unit Objectives:	

Responding • Select/Analyze • Evaluate • Interpret Connecting • Interconnect	a. Develop and apply criteria to select varied programs 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. b. Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances. c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience. HS Advanced 1.3C.12adv.Re8 a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. HS Advanced 1.3C.12adv.Cn10 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	1. Students will select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. 2. Students will develop and apply criteria to select varied programs 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. 3. Students will examine, evaluate, and critique how the structure and context of musical works impact and inform prepared and improvised performances, using music reading skills where appropriate. 4. Students will demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances, as well as performers' technical skills to connect with the audience. 5. Students will justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. 6. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Week 1-2: Exploring Musical Ideas • Introduction to the concept of creative expression in music and the importance of developing one's musical ideas. • In-class exercises and activities focused on generating composed and improvised musical ideas, exploring various techniques and approaches. • Discussion on the purpose and context of different musical works and how they influence the creative process. Week 3-4: Composition and Development • Students select promising musical ideas generated in the previous weeks and begin developing them into draft musical works.
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Enduring Understanding/s:	Essential Question/s:	
1. Musicians' creative choices are influenced by their expertise, context and expressive intent. 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. 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.	1. How do musicians make creative decisions? 2. How do musicians improve the quality of their performance? 3. How do we discern the musical creators' and performers' expressive intent? 4. How do musicians make meaningful connections to creating, performing, and responding?	• Study of compositional techniques and structures to help organize and refine musical ideas for specific purposes and contexts. • Peer feedback sessions and group discussions to provide support and constructive criticism for each other's compositions. Week 5-6: Selection of Repertoire • Exploration of a diverse repertoire of music, including both composed and improvised works, from different styles, genres, and historical periods. • Development and application of criteria for selecting repertoire to study and perform, considering theoretical and structural characteristics, expressive challenges, technical skill, and performance context. • Analysis of selected repertoire to understand how its style, genre, and context influence prepared and improvised performances. Week 7-8: Performance Preparation • Rehearsals of selected repertoire, focusing on technical mastery, expressive interpretation, and connection with the audience. • Examination and evaluation of how the structure and context of musical works impact and inform prepared and improvised performances, using music reading skills where appropriate. • Exploration of audience engagement techniques and strategies to enhance the connection between performers and listeners.
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
SEL/Create: (2) Organize and develop artistic ideas and work. SEL/Perform: (4) Develop & refine artistic techniques & work for presentation. SEL/Respond: (8) Interpret intent and meaning in artistic work.	SEL/Create: CONSOLIDATED EU: Artists organize and develop creative ideas by balancing what is known with what is new. CONSOLIDATED EQ: How do artists make creative decisions?	Week 9-10: Reflection and Culminating Project • Reflection on personal growth and learning experiences throughout the unit, considering how interests, knowledge, and skills have influenced choices and intent in creating, performing, and responding to music. • Culminating project: Students showcase their developed musical works and selected repertoire in a final performance or presentation,

SEL/Connect: (10) Synthesize and relate knowledge and personal experiences to make art.	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. CONSOLIDATED EQ: How do artists improve the quality of their presentation/performance? 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	demonstrating their understanding of creative expression, repertoire selection, and performance skills. Assessment: • Formative assessments: Composition development exercises, repertoire selection exercises, peer feedback sessions. • Summative assessments: Culminating project performance or presentation, reflection essay on personal musical growth and learning experiences. Interdisciplinary Connections: Language Arts: • 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. • Write reflective essays or creative pieces inspired by the music studied, exploring personal connections, interpretations, and responses to the expressive intent of musical works.
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	to other knowledge and events around us?		
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> • Peer and self feedback in critical response format.		<u>Benchmarks:</u> • Performance Tests - Rubric Evaluations • Recording assignments • Written Tests/Quizzes <u>Summative Assessments:</u> • In-class Performances • School/community/festival performances	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
• 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)	• 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	• 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.

• J. E. Skornicka and Robert Miller, <i>Rubank Intermediate Method</i>, Hal-Leonard Publications (1936) • 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 (2017) • musictheory.net - Lessons & Exercises for Music Theory • musictheory.net/piano - Visual Piano • sightreadingfactory.com	aide, when required by the student's IEP or 504, to improve student focus, 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 <i>Strategies & Techniques</i>			

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	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.		

Content Area: Visual & Performing Arts (NJSLS-VPA 2.1 - 2.5)
 Art: Guitar III
 Grade: 11-12

Dev. Date:
 2021-2022

	__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.
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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>