

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 NJSLS-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 	HS Advanced 1.3C.12adv.Cr1 a. Compose and improvise musical ideas for a variety of purposes and contexts. HS Advanced 1.3C.12adv.Pr6 a. Demonstrate an understanding and mastery of the technical demands and	Activity Description: Unit Title: Guitar IV and Inclusive Musical Expression Unit Objectives: 1. Students will compose and improvise musical ideas for a variety of purposes and contexts, incorporating themes of LGBT and disabilities representation.

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>b. Demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances.</p> <p>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.</p> <p>HS Advanced 1.3C.12adv.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ol style="list-style-type: none"> 2. Students will demonstrate an understanding and mastery of the technical demands and expressive qualities of music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods, with a focus on promoting inclusion and empowerment. 3. Students will demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances, fostering empathy and understanding through musical expression of LGBT and disabilities experiences. 4. Students will justify interpretations of the expressive intent and meaning of musical works related to LGBT and disabilities themes by comparing and synthesizing varied researched sources, including reference to other art forms. 5. Students will demonstrate understanding of relationships between music and the other arts, disciplines, contexts, and daily life, exploring the intersection of music with LGBT and disabilities representation. <p>Week 1-2: Introduction to LGBT and Disabilities Representation in Music</p> <ul style="list-style-type: none"> ● Discussion on the importance of diversity and inclusion in music education and performance, with a focus on LGBT and disabilities representation. ● Exploration of music by LGBT and disabled artists, highlighting their contributions to the music industry and the representation of their experiences in their work. ● Listening activities and analysis of music with LGBT and disabilities themes, identifying expressive elements and emotional resonance. <p>Week 3-4: Composition and Improvisation</p> <ul style="list-style-type: none"> ● In-class composition exercises focusing on creating musical ideas that incorporate themes of LGBT and disabilities representation, exploring diverse musical styles and genres.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context</p>	<p>1. How do musicians generate creative ideas?</p> <p>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>	

<p>and how a work is presented influence audience response.</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>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"> • Study of compositional techniques and strategies for addressing themes of inclusion and empowerment in music, such as evocative melodies, harmonies, and lyrics. • Peer feedback sessions and collaborative workshopping to refine compositions based on established criteria and the promotion of LGBT and disabilities representation. <p>Week 5-6: Performance Preparation</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<ul style="list-style-type: none"> • Selection of repertoire for performance, focusing on pieces that represent LGBT and disabilities themes and experiences. • Rehearsals of selected repertoire, with a focus on technical mastery and expressive interpretation, emphasizing the promotion of inclusion and empowerment through musical expression. • Exploration of audience engagement techniques and strategies for connecting with audiences through prepared and improvised performances of LGBT and disabilities-themed music.
<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>Week 7-8: Interpretation and Analysis</p> <ul style="list-style-type: none"> • Group discussions on interpretations of selected musical works related to LGBT and disabilities representation, focusing on the expressive intent and promotion of inclusion and empowerment. • Research projects where students investigate the cultural and historical contexts of music with LGBT and disabilities themes, presenting their findings to the class. • Reflection on personal connections to the music and how personal interests, knowledge, and skills influence choices and intent in creating, performing, and responding to music that promotes LGBT and disabilities representation. <p>Week 9-10: Culminating Project and Reflection</p> <ul style="list-style-type: none"> • Culminating project: Students create a multimedia presentation or performance showcasing their understanding of LGBT and disabilities representation in music, incorporating original

	<p>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?</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>	<p>compositions, arrangements, and interpretations that promote inclusion and empowerment.</p> <ul style="list-style-type: none">● Reflection on personal growth and learning experiences throughout the unit, considering how interests, knowledge, and skills have contributed to personal choices and intent in promoting LGBT and disabilities representation through music. <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> <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.
--	--	--

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>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> Peer and self feedback in critical response format. 		<p>Benchmarks:</p> <ul style="list-style-type: none"> Performance Tests - Rubric Evaluations Recording assignments Written Tests/Quizzes <p>Summative Assessments:</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, 	<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>Responding to the Needs of 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 			
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 reiterate content learned within the course. 	<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 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 	<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. ● Propose interest-based extension activities and opportunities for extra credit.
--	--	---	---

	any formal or informal assessments.		
--	-------------------------------------	--	--

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. __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: <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>