

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Responding	Standard #: Anchor Standard 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret	HS Accomplished 1.3E.12acc.Cr2 a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.	Activity Description: Unit Title: Music's Response to Climate Change Objective: Students will explore how music can reflect, respond to, and raise awareness about climate change, using digital and analog

<p>Present</p> <p>Responding Select, Analyze Evaluate Interpret</p>	<p>HS Accomplished 1.3E.12acc.Pr5 a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>HS Accomplished 1.3E.12acc.Re8 a. Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p> <p>b. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p>	<p>tools to compose, perform, and analyze music with a focus on unity, variety, and expressive intent.</p> <p>Standards:</p> <ul style="list-style-type: none"> ● 1.3E.12acc.Cr2 ● 1.3E.12acc.Pr5 ● 1.3E.12acc.Re8 <p>Week 1-2: Introduction to Climate Change and Music</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Introduction to climate change: its causes, impacts, and global significance. ● Listening sessions featuring music inspired by or created in response to climate change. ● Class discussions on the role of music in raising awareness and promoting action on environmental issues. ● Assessment: <ul style="list-style-type: none"> ● Students will write reflections on how music can communicate complex ideas and emotions, using examples from the listening sessions.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Week 3-4: Composing Music on Climate Themes</p>
<p>1. Musicians' creative choices are influenced by their expertise,</p>	<p>1. How do musicians make creative decisions?</p>	<ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Introduction to composition techniques and tools.

<p>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>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>	<ul style="list-style-type: none"> ● Guided exercises on selecting and developing melodic, rhythmic, and harmonic ideas inspired by climate-related themes. ● Collaborative composition projects using digital or analog tools. ● Assessment: <ul style="list-style-type: none"> ● Students will compose a piece of music that reflects a specific aspect of climate change, explaining their creative choices and how they convey the intended message. <p>Week 5-6: Rehearsal Strategies for Climate Music</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Analyzing and rehearsing selected pieces of music related to climate change, focusing on technical and expressive aspects. ● Developing rehearsal strategies to enhance interpretation, ensemble cohesion, and emotional impact. ● Peer feedback sessions to refine performances and provide constructive criticism. ● Assessment: <ul style="list-style-type: none"> ● Students will demonstrate improvement in technical and expressive aspects of performance through recorded rehearsals and self-assessments. <p>Week 7-8: Analyzing and Evaluating Climate Music</p> <ul style="list-style-type: none"> ● Activities:
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create - (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform</p>	<p>SEL/Create CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ</p>	

<p>- (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond</p> <p>- (7) Perceive and analyze artistic work.</p>	<p>How do artists make creative decisions?</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 Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in</p>	<ul style="list-style-type: none"> ● Analyzing musical works and performances related to climate change, considering elements of music, digital features, context, and expressive intent. ● Applying established criteria to evaluate the appropriateness and effectiveness of musical responses to climate change. ● Engaging in critical discussions and debates on the role of music in environmental advocacy. ● Assessment: <ul style="list-style-type: none"> ● Students will write analytical essays evaluating the effectiveness of selected musical works in conveying messages about climate change, citing evidence from the elements of music and expressive intent. <p>Week 9-10: Culminating Project and Reflection</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Culminating project: Students will create a multimedia presentation that combines their compositions, performances, analyses, and reflections on music and climate change. ● Class presentations and discussions on the power of music as a tool for social and environmental change. ● Reflective writing on personal connections to the music studied and the role of art in addressing global challenges. ● Assessment:
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	<p>ways that impact one's perception and responses to personal life experiences?</p>	<ul style="list-style-type: none">● Presentation rubric assessing content, creativity, and critical thinking.● Reflective writing assessing personal insights and growth throughout the unit. <p>Additional Resources:</p> <ul style="list-style-type: none">● Guest speakers from environmental organizations or musicians involved in climate activism.● Field trips to concerts or performances featuring music related to environmental themes.● Collaborations with science or environmental studies classes for interdisciplinary projects on climate change. <p>Interdisciplinary Connections:</p> <ol style="list-style-type: none">1. Science:<ul style="list-style-type: none">● Explore the scientific principles underlying climate change, including greenhouse gases, global warming, and environmental impacts.● Analyze data and research findings on climate change and its effects on ecosystems, biodiversity, and human populations.● Discuss the intersection of science and art in raising awareness and addressing environmental issues.
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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>	
Formative Assessments: <ul style="list-style-type: none"> Peer and self feedback in critical response format 		Benchmarks: <ul style="list-style-type: none"> Rubric evaluations Tests/Quizzes Summative Assessments: <ul style="list-style-type: none"> Performances In-studio showings 	
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
<p>Axford, E. C. (2004). <i>Music of Many Cultures</i>. Cengage Learning.</p> <p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p>	<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, quiz or test to their individual special 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 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. 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, with the assistance of guidance counselors.

<p>Lornell, K., & Rasmussen, A. K. (Eds.). (2013). <i>The Music of Multicultural America: Performance, Identity, and Community in the United States</i>. University Press of Mississippi.</p> <p>Miller, T. E., & Shahriari, A. (2016). <i>World Music: A Global Journey</i>. Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>. https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Stone, R. M. (Ed.). (1998). <i>The Garland Encyclopedia of World Music</i>. Garland Publishing.</p>	<p>improve student focus, comprehension and time on task.</p> <ul style="list-style-type: none"> • Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student's special education classroom, or the school's Occupational or Physical Therapists. 		
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. <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 	<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.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
 Visual and Performing Arts: Music Fundamentals
 Grade:9-12

Dev. Date:
 2020-2021

	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.		
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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	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concepts: Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	Core Ideas:	Different types of jobs require different knowledge and skills. Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to

		<p>address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.</p>
	<i>Performance Expectation/s:</i>	<p>Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives. Demonstrate originality and inventiveness in work. Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. Identify possible approaches and resources to execute a plan. Use a variety of types of thinking to solve problems. Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Demonstrate creativity and innovation. Utilize critical thinking to make sense of problems and persevere in solving them. Use technology to enhance productivity, increase collaboration and communicate effectively. Work productively in teams while using cultural/global competence.</p>	