Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
Creating Performing Responding	**Standard #:** Anchor Standard 1 **Description:** Generating and conceptualizing ideas. **Standard #:** Anchor Standard 4 **Description:** Selecting, analyzing, and interpreting work. **Standard #:** Anchor Standard 7 **Description:** Perceiving and analyzing products.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine **Performing** Rehearse, Evaluate, Refine Select, Analyze, Interpret Present	**HS Accomplished** 1.3E.12acc.Cr1 a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources. **HS Accomplished** 1.3E.12acc.Pr4 a. Develop and apply criteria to	Activity Description: Unit Title: Diversity in Music- Exploring Perspectives and Connections Duration: 1 Marking Period (approximately 9-10 weeks) ● Objective:

Responding Select, Analyze Evaluate Interpret	select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources. b. Describe and provide examples of how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances. c. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers" ability to connect with audiences. **HS Accomplished** 1.3E.12acc.Re7 a. Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the	Students will explore the diversity of musical traditions, genres, and cultures, examining how context, digital tools, and resources inform performances and responses to music. They will develop criteria for selecting sound resources, critique contrasting musical works, and analyze the structural and technological aspects of music. Standards: ● 1.3E.12acc.Cr1 ● 1.3E.12acc.Pr4 ● 1.3E.12acc.Re7 Week 1-2: Introduction to Diversity in Music ● Activities: 　● Introduction to the concept of diversity in music, including cultural, stylistic, and historical perspectives. 　● Listening sessions featuring music from diverse traditions, genres, and cultures. 　● Class discussions on the importance of diversity and inclusion in music history and appreciation. ● Assessment: 　● Students will write reflections on the significance of diversity in music and its impact on their own musical experiences.

		Week 3-4: Criteria for Selection and Contextual Analysis

	purpose and context of the works.
	
	b. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.
		• Activities:
		  • Development of criteria for selecting sound resources, considering musical characteristics, performer skill, and personal interest.
		  • Analysis of musical works in various contexts, including historical, cultural, and technological influences.
		  • Group discussions and presentations on how context and musical aspects inform performances and interpretations.
		• Assessment:
		  • Students will create a list of criteria for selecting sound resources and apply them to analyze a musical work, discussing how context and digital tools influence performance choices.
		
		Week 5-6: Diversity in Practice: Performance and Connection
		
		• Activities:
		  • Rehearsal and performance of selected pieces representing diverse styles, genres, and cultures.
		  • Exploration of how understanding style, genre, and context influences performance choices and connections with audiences.
		  • Peer feedback sessions to evaluate performances and discuss interpretations and connections.
		• Assessment:

Enduring Understanding/s:	**Essential Question/s:**	
1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 2. 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. 3. Individuals' selection of musical works is influenced by their	1. How do musicians generate creative ideas? 2. How do performers select repertoire? 3. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?	

		● Students will perform selected pieces of music, demonstrating their understanding of style, genre, context, and the use of digital tools in their performance choices.

interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.		**Week 7-8: Critiquing Contrasting Musical Works**
		
		● Activities:
		  ● Selection and critique of contrasting musical works, considering elements of music, digital and electronic aspects, and purpose and context.
		  ● Analysis of the structure, context, and technological aspects of the music to inform critical responses.
		  ● Group debates and discussions on the artistic merits and cultural significance of the selected works.
		● Assessment:
		  ● Students will write critiques comparing and contrasting two contrasting musical works, defending their opinions based on analysis of musical elements, context, and technological aspects.

Social and Emotional Learning: *Competencies*	**Social and Emotional Learning:** *Sub-Competencies*	
SEL/Create - (2) Organize and develop artistic ideas and work. SEL/Perform - (5) Develop & refine artistic techniques & work for presentation. SEL/Respond - (7) Perceive and analyze 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? SEL/Perform CONSOLIDATED EU Artists develop personal processes and skills. To express their ideas, artists analyze,	**Week 9-10: Culminating Project and Reflection** ● Activities: ● Culminating project: Students will create a multimedia presentation that showcases their understanding of diversity and inclusion in

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
Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works
 	
CONSOLIDATED EQ
How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?
	music, incorporating analyses, performances, critiques, and reflections.
	● Class presentations and discussions on the significance of diversity in music history and its relevance to contemporary musical practices.
	● Reflective writing on personal growth, insights gained, and future applications of the concepts learned.
	● Assessment:
	  ● Presentation rubric assessing content, creativity, critical thinking, and connections to course themes and standards.
	
	Additional Resources:
	
	● Guest speakers from diverse musical backgrounds, representing different traditions, genres, and cultures.
	● Virtual field trips to cultural institutions or performances showcasing diverse musical traditions and practices.
	● Online resources and databases for exploring music from around the world and throughout history.
	
	Interdisciplinary Connections:
	1. History/Social Studies:
	  ● Explore the historical and social contexts of the musical traditions and cultures studied, connecting them to broader historical events, social movements, and cultural developments.
	  ● Analyze how music reflects and shapes societal norms, values, and identities, examining its role

in cultural expression, resistance, and social change.

2. Language Arts/Literature:
   ● Read and analyze literature from the same time period and cultural context as the music studied, discussing themes, characters, and cultural references.
   ● Write reflective essays or creative responses to the music, exploring connections between music and literature in conveying narrative, emotion, and meaning.

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● Performances ● In-studio showings

Differentiated Student Access to Content: Teaching and Learning *Resources/Materials*			
Core Resources	**Alternate Core Resources** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core Resources**
Axford, E. C. (2004). Music of Many Cultures. Cengage Learning.	● Meet with the student's special education or inclusion teacher prior to initial assessment to learn	● Allow access to supplemental materials, including use of online	● Connect students to related talent development opportunities, often offered through area colleges, with the

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Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

Eisner, E. (2002). *The Educational Imagination 3rd ed.* Upper Saddle River, NJ: Prentice Hall

Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge.

Lornell, K., & Rasmussen, A. K. (Eds.). (2013). The Music of Multicultural America: Performance, Identity, and Community in the United States. University Press of Mississippi.

Miller, T. E., & Shahriari, A. (2016). World Music: A Global Journey. Routledge.

NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf

Stone, R. M. (Ed.). (1998). The Garland Encyclopedia of World Music. Garland Publishing.
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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 improve student focus, comprehension and time on task.

● 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.

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.

assistance of guidance counselors.

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.

Other:
- N/A

Differentiated Student Access to Content: **Recommended *Strategies & Techniques***			
Core **Resources**	**Alternate** **Core Resources** ***IEP/504/At-Risk/ESL***	**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	• 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.

	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.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)						
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*		LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*	Standards in Action: *Climate Change*	X	Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy

SKILLS	*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 address it to effectively solve the problem. Collaboration can simplify the work an individual has to do and sometimes produce a better product.
	Performance Expectation/s:	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.
	Career Readiness, Life Literacies, & Key Skills Practices	
	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.	