

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit
Creating Performing Connecting	Standard #: Anchor Standard 3 Description: Refining and completing products. Standard #: Anchor Standard 6 Description: Conveying meaning through art. Standard #: Anchor 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	HS Accomplished 1.3E.12acc.Cr3 a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	Activity Description: Unit Title: Diversity in Music- Celebrating LGBT and Disabilities Representation Duration: 1 Marking Period (approximately 9-10 weeks) Objective:

<p>Present</p> <p>Connecting Interconnect</p>	<p>b. Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.</p> <p>HS Accomplished 1.3E.12acc.Pr6</p> <p>a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.</p> <p>HS Accomplished 1.3E.12acc.Cn10</p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and</p>	<p>Students will explore the contributions of LGBT and disabled musicians to music history, develop compositions and improvisations that reflect diverse identities and experiences, and demonstrate technical accuracy and expressive qualities in performances using digital tools. They will also examine how personal interests, knowledge, and skills influence musical choices and interpretations.</p> <p>Standards:</p> <ul style="list-style-type: none">● 1.3E.12acc.Cr3● 1.3E.12acc.Pr6● 1.3E.12acc.Cn10 <p>Week 1-2: Introduction to LGBT and Disabilities Representation in Music</p> <ul style="list-style-type: none">● Activities:<ul style="list-style-type: none">● Introduction to LGBT and disabilities identities, experiences, and contributions to music history.● Listening sessions featuring music by LGBT and disabled artists or inspired by LGBT and disabilities themes.● Class discussions on the importance of diversity and inclusion in music history and appreciation.● Assessment:<ul style="list-style-type: none">● Students will write reflections on the significance of LGBT and disabilities representation in music and its impact on their own musical perspectives.
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Enduring Understanding/s:	Essential Question/s:	responding to music.
<ol style="list-style-type: none"> 1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. 3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	<ol style="list-style-type: none"> 1. How do musicians improve the quality of their creative work? 2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? 3. How do musicians make meaningful connections to creating, performing, and responding? 	<p>Week 3-4: Developing Compositions and Improvisations</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Introduction to composition and improvisation techniques for expressing diverse identities and experiences. ● Guided exercises on developing melodic, rhythmic, and harmonic ideas inspired by LGBT and disabilities themes. ● Collaborative composition projects exploring diverse musical genres and styles. ● Assessment: <ul style="list-style-type: none"> ● Students will compose or improvise a piece of music that reflects LGBT or disabilities themes, demonstrating technical and expressive qualities. <p>Week 5-6: Performing Diverse Repertoire</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Rehearsing and performing selected pieces of music representing diverse cultures, styles, and genres, including works by LGBT and disabled composers. ● Using digital tools for technical accuracy and expressive interpretation in prepared and improvised performances. ● Discussing the expressive intent behind each piece and connecting with audiences through performances. ● Assessment:

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
<p>SEL/Create</p> <ul style="list-style-type: none"> - (2) Organize and develop artistic ideas and work. <p>SEL/Perform</p> <ul style="list-style-type: none"> - (5) Develop & refine artistic techniques & work for presentation. <p>SEL/Connect</p> <ul style="list-style-type: none"> - (10) Synthesize and relate knowledge and personal experiences to make art. 	<p>SEL/Create</p> <p>CONSOLIDATED EU Artists organize and develop creative ideas by balancing what is known with what is new</p> <p>CONSOLIDATED EQ How do artists make creative decisions?</p> <p>SEL/Perform</p> <p>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>	<ul style="list-style-type: none"> ● Students will perform selected pieces of music, demonstrating technical accuracy, expressive qualities, and an understanding of the expressive intent. <p>Week 7-8: Exploring Personal Choices and Intent</p> <ul style="list-style-type: none"> ● Activities: <ul style="list-style-type: none"> ● Reflective writing on personal interests, knowledge, and skills in relation to musical choices and interpretations. ● Group discussions on how personal experiences and perspectives shape musical preferences and performances. ● Analyzing performances and compositions through the lens of personal intent and expression. ● Assessment: <ul style="list-style-type: none"> ● Students will write reflective essays or create multimedia presentations discussing how their personal interests, knowledge, and skills relate to their musical choices and interpretations. <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 collaborate on a performance or multimedia presentation that showcases their compositions, performances, analyses, and reflections on music and diversity.

	<p>SEL/Connect CONSOLIDATED EU The recognition of one’s thoughts, feelings and their impact on one’s behavior are integrated to synthesize, make and interpret meaning in artistic works.</p> <p>CONSOLIDATED EQ How does one’s feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● Presentation or portfolio assessment evaluating students' creative, technical, and analytical skills, as well as their ability to communicate and connect with audiences through music. <p>Interdisciplinary Connections:</p> <ol style="list-style-type: none"> 1. Social Studies: <ul style="list-style-type: none"> ● Explore the historical and social contexts of LGBT rights and disabilities advocacy, discussing key events, movements, and figures that have shaped these communities' experiences. ● Analyze the intersectionality of identities, discussing how factors such as race, class, and gender intersect with LGBT and disabilities identities in music and society.
Assessments (Formative)	Assessments (Summative)	

<i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<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"> Rubric evaluations Tests/Quizzes <p>Summative Assessments:</p> <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> <p>Lornell, K., & Rasmussen, A. K. (Eds.). (2013). <i>The Music of Multicultural America: Performance, Identity, and Community in the United States</i>.</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 improve student focus, comprehension and time on task. Provide access to modified materials as needed to improve accessibility (slant 	<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>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>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.</p>		
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 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.
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	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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		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	<i>Disciplinary Concepts:</i> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	Make a list of different types of jobs and describe the skills associated with each job. Demonstrate openness to new ideas and perspectives.

		<p>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>