

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	45 days
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLV-VPA within Unit</b>
Creating Performing Responding	<b>Standard #:</b> Anchor Standard 2 <b>Description:</b> Organizing and developing ideas  <b>Standard #:</b> Anchor Standard 5 <b>Description:</b> Developing and refining techniques and models or steps needed to create products.  <b>Standard #:</b> Anchor Standard 8 <b>Description:</b> Interpreting intent and meaning.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Imagine Plan, Make Evaluate, Refine  <b>Performing</b> Rehearse, Evaluate, Refine Select, Analyze, Interpret	<b>HS Proficient</b> 1.3C.12prof.Cr2 a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a	<b>Activity Description:</b> Unit Title: Melodies of Change- Exploring Piano Music in the Context of Climate Change  Unit Overview: This unit aims to explore the intersection of piano music and climate change, focusing on selecting and developing melodies, rhythmic passages, and arrangements that reflect understanding of music from various historical periods

<p>Present</p> <p><b>Responding</b>                  Select, Analyze                  Evaluate                  Interpret</p>	<p>variety of historical periods studied in rehearsal.</p> <p><b>HS Proficient</b>                  1.3C.12prof.Pr5                  a. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p><b>HS Proficient</b>                  1.3C.12prof.Re8                  a. Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.</p>	<p>while addressing environmental themes. Students will develop strategies to address expressive challenges in performing a varied repertoire and evaluate their success using feedback from peers. They will also explain and support interpretations of the expressive intent and meaning of musical works related to climate change.</p> <p>Session 1: Introduction to Climate Change and Piano Music</p> <ul style="list-style-type: none"> <li>● Objective: Introduce students to the concept of climate change and its representation in piano music.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Discussion on the impact of climate change on the environment and society. (S)</li> <li>● Listening session: Explore piano pieces that evoke themes related to nature, environmental conservation, and climate change.</li> <li>● Introduction to the unit's goals and expectations.</li> </ul> </li> </ul> <p>Sessions 2-3: Selecting and Developing Melodies and Arrangements</p>
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	<ul style="list-style-type: none"> <li>● Objective: Select and develop melodies, rhythmic passages, and arrangements that address environmental themes.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Study piano music from various historical periods, analyzing characteristic elements and themes.</li> </ul> </li> </ul>
<p>1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p>	<p>1. How do musicians make creative decisions?</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"> <li>Guided composition exercises focusing on evoking environmental imagery and emotions through piano music.</li> <li>Peer feedback sessions where students share and critique each other's draft melodies and arrangements.</li> </ul> <p>Sessions 4-5: Addressing Expressive Challenges</p> <ul style="list-style-type: none"> <li>Objective: Develop strategies to address expressive challenges in performing environmental-themed repertoire.</li> <li>Activities:                             <ul style="list-style-type: none"> <li>Identification of expressive challenges in selected repertoire related to climate change themes.</li> <li>Development of rehearsal strategies to address these challenges, such as dynamics, phrasing, and interpretation.</li> <li>Collaborative rehearsal sessions where students practice and refine their performances, providing feedback and support to each other.</li> </ul> </li> </ul> <p>Sessions 6-7: Exploring Expressive Intent</p> <ul style="list-style-type: none"> <li>Objective: Explain and support interpretations of the expressive intent and meaning of musical works related to climate change.</li> <li>Activities:</li> </ul>
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></p>	
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>(2) Organize and develop artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>(5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> </ul> <p>SEL/Respond</p>	<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>- (7) Perceive and analyze artistic work.</p>	<p>CONSOLIDATED EU                  Artists develop personal processes and skills. To express their ideas, artists analyze, evaluate, &amp; 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 ways that impact one's perception and responses to personal life experiences?</p>	<ul style="list-style-type: none"> <li>● Analysis and interpretation of selected piano pieces, focusing on their expressive intent and thematic relevance to climate change.</li> <li>● Presentation of researched sources and evidence supporting interpretations of the expressive intent and meaning of musical works.</li> <li>● Reflection on the role of music in raising awareness and fostering empathy towards environmental issues.</li> </ul> <p>Session 8: Performance and Reflection</p> <ul style="list-style-type: none"> <li>● Objective: Perform and reflect on the expressive intent and meaning of environmental-themed piano music.</li> <li>● Activities:                         <ul style="list-style-type: none"> <li>● Performances of student-developed melodies and arrangements for peers, teachers, and possibly a wider audience.</li> <li>● Post-performance reflection session where students discuss their experiences connecting with the audience and conveying the expressive intent related to climate change.</li> <li>● Written reflections on how their understanding of climate change themes in piano music has evolved throughout the unit. (LA)</li> </ul> </li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Evaluation of students' ability to select and develop melodies, rhythmic passages, and arrangements that address environmental themes.</li> </ul>
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<p align="center"><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Peer and self feedback in critical response format</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Rubric evaluations</li> </ul>

		<ul style="list-style-type: none"> <li>• Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Performances</li> <li>• In-studio showings</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
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 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Lornell, K., &amp; 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., &amp; Shahriari, A.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning,</li> </ul>	<ul style="list-style-type: none"> <li>• Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>(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>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p> <p>Stone, R. M. (Ed.). (1998). <i>The Garland Encyclopedia of World Music</i>. Garland Publishing.</p>	<p>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>		
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**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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students' strengths, and create an enhanced set of</li> </ul>

<ul style="list-style-type: none"><li>● Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li><li>● 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.</li></ul>	<p>during instruction to better engage all learners.</p> <ul style="list-style-type: none"><li>● 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).</li><li>● 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.</li><li>● 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.</li></ul>	<ul style="list-style-type: none"><li>● Provide access to preferred seating, when requested.</li><li>● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li></ul>	<p>introductory activities accordingly.</p> <ul style="list-style-type: none"><li>● Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li><li>● Propose interest-based extension activities and opportunities for extra credit.</li></ul>
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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>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	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

		<p>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>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
		<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>