

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 NJSLS-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 Proficient 1.3C.12prof.Cr3 a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address	Activity Description: Unit Title: Keys of Diversity- Exploring Piano Music with a Focus on Inclusion Unit Overview: This unit aims to explore the themes of diversity, inclusion, and representation in piano music, with a specific focus on LGBTQ+ identities and narratives of

<p>Present</p> <p>Connecting Interconnect</p>	<p>identified purposes.</p> <p>b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>HS Proficient 1.3C.12prof.Pr6</p> <p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>HS Proficient 1.3C.12prof.Cn10</p> <p>a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>disabilities. Students will evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, addressing identified purposes related to LGBTQ+ and disability themes. They will share personally developed compositions both individually and as an ensemble, showcasing their understanding and expression of diverse perspectives. Additionally, students will demonstrate attention to technical accuracy and expressive qualities in their performances while reflecting on how their interests, knowledge, and skills influence their creative choices and interpretations.</p> <p>Session 1: Introduction to Diversity and Inclusion in Piano Music</p> <ul style="list-style-type: none"> ● Objective: Introduce students to the concepts of diversity and inclusion in piano music, with a focus on LGBTQ+ identities and narratives of disabilities. ● Activities: <ul style="list-style-type: none"> ● Discussion on the importance of representation and inclusion in music history (SS) ● Listening session: Explore piano pieces by LGBTQ+ composers and composers with disabilities. ● Introduction to the unit's goals and expectations.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Musicians evaluate, and refine their work through openness to</p>	<p>1. How do musicians improve the</p>	

<p>new ideas, persistence, and the application of appropriate criteria.</p> <p>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.</p> <p>3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>quality of their creative work?</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>3. How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Sessions 2-3: Evaluating and Refining Compositions</p> <ul style="list-style-type: none"> ● Objective: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria. ● Activities: <ul style="list-style-type: none"> ● Guided exercises to develop and establish criteria for evaluating compositions, focusing on addressing LGBTQ+ and disability themes. ● Peer feedback sessions where students share and critique each other's draft compositions, providing constructive feedback and suggestions for improvement. ● Revision workshops where students refine their compositions based on feedback and personal reflection. <p>Sessions 4-5: Sharing and Collaboration</p> <ul style="list-style-type: none"> ● Objective: Share personally developed melodies, rhythmic passages, and arrangements that address LGBTQ+ and disability themes. ● Activities: <ul style="list-style-type: none"> ● Individual and ensemble performances of personally developed compositions. ● Collaborative arrangement sessions where students work together to adapt compositions for
<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/Create CONSOLIDATED EU</p>	

<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>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 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/Connect CONSOLIDATED EU The recognition of one's thoughts, feelings and their impact on one's behavior are</p>	<p>ensemble performance, emphasizing cooperation and communication.</p> <ul style="list-style-type: none"> ● Discussion on the creative process and the role of collaboration in fostering diversity and inclusion in music. <p>Sessions 6-7: Technical Accuracy and Expressive Qualities</p> <ul style="list-style-type: none"> ● Objective: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances. ● Activities: <ul style="list-style-type: none"> ● Individual practice sessions focusing on technical proficiency and expressive interpretation of selected repertoire. ● Rehearsals and refinement of ensemble performances, emphasizing communication and cohesion. ● Peer evaluation sessions where students provide feedback on performances, focusing on technical mastery and emotional expression. <p>Session 8: Personal Reflection and Connection</p> <ul style="list-style-type: none"> ● Objective: Reflect on personal choices and intent when creating, performing, and responding to music. ● Activities:
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integrated to synthesize, make and interpret meaning in artistic works.

CONSOLIDATED EQ

How does one's feelings and thoughts connect to artistic works?

- Written reflections on how students' interests, knowledge, and skills relate to their choices and intent in creating, performing, and responding to music, particularly in the context of diversity and inclusion.
- Discussion on the significance of representation and empathy in music, and how diverse perspectives enrich the creative process and enhance connections with audiences.

Assessment:

- Evaluation of students' ability to evaluate and refine compositions based on established criteria, addressing LGBTQ+ and disability themes.
- Assessment of students' performances of personally developed compositions, focusing on technical accuracy and expressive qualities.
- Written reflections and discussions on the unit's learning outcomes and the role of diversity and inclusion in piano music. (LA)

Connections to Standards:

- 1.3C.12prof.Cr3
- 1.3C.12prof.Pr6

		<ul style="list-style-type: none"> 1.3C.12prof.Cn10 <p>Interdisciplinary Connections:</p> <p>Social Studies Language Arts</p>	
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 IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
Axford, E. C. (2004). Music of Many Cultures. Cengage Learning. Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of	<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 	<ul style="list-style-type: none"> Allow access to supplemental materials, including use of online bilingual dictionary. Meet with an ELL trained or 	<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>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> 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>test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> ● 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. 	<p>inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</p>	
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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 	<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.

	<p>assignments up into shorter tasks while repeating directions as needed. Offer additional individual instruction time as needed.</p> <ul style="list-style-type: none"> • 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. 		
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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>

	<i>Disciplinary Concepts:</i>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	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. 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.	