

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	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 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.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret Present	HS Accomplished 1.3C.12acc.Cr1 a. Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.	Activity Description: Unit Title: Keys to Diversity - Exploring Piano Repertoire Across Cultures Unit Overview: This unit aims to expand students' piano repertoire while exploring diversity and inclusion through music. Students will compose and improvise arrangements, sections, and short compositions inspired by music from various historical periods and cultures. They will develop criteria for selecting repertoire, considering theoretical, structural, and

<p>Responding Select, Analyze Evaluate Interpret</p>	<p>HS Accomplished 1.3C.12acc.Pr4 a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. b. Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.</p>	<p>expressive characteristics, and explore how understanding the style, genre, and context of music influences performances and connections with audiences.</p> <p>Session 1: Introduction to Diversity in Piano Music</p> <ul style="list-style-type: none">● Objective: Introduce students to the concept of diversity in piano music and its importance.● Activities:<ul style="list-style-type: none">● Discussion on the significance of diversity and inclusion in music education.● Listening session: Explore piano pieces from different cultures and historical periods.● Introduction to the unit's goals and expectations. <p>Sessions 2-3: Composing and Improvising Across Cultures</p> <ul style="list-style-type: none">● Objective: Compose and improvise ideas inspired by music from various cultures and historical periods. (SS)● Activities:<ul style="list-style-type: none">● Study music from different cultures and historical periods, analyzing characteristic elements.● Guided composition and improvisation exercises based on themes and motifs from selected pieces.● Peer sharing sessions where students present and discuss their compositions and improvisations. <p>Sessions 4-5: Selecting and Analyzing Repertoire</p>
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	<p>HS Accomplished 1.3C.12acc.Re7 a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. b. Explain how the analysis of structures and contexts inform the response to music.</p>	<ul style="list-style-type: none"> ● Objective: Develop criteria for selecting piano repertoire and analyze selected pieces. ● Activities: <ul style="list-style-type: none"> ● Research and explore piano repertoire from diverse cultures and historical periods. ● Develop criteria for selecting repertoire based on theoretical, structural, and expressive characteristics. ● Analyze selected pieces, focusing on how compositional devices, theoretical aspects, and cultural contexts impact performances.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Sessions 6-7: Rehearsal and Performance Preparation</p>
<p>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>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.</p>	<p>1. How do musicians generate creative ideas?</p> <p>2. How do performers select repertoire?</p> <p>3. How do individuals choose music to experience? How does understanding the structure and context of music</p>	<ul style="list-style-type: none"> ● Objective: Rehearse and prepare selected repertoire for performance. ● Activities: <ul style="list-style-type: none"> ● Rehearse selected piano pieces, focusing on technical proficiency, expressive interpretation, and cultural authenticity. ● Collaborative practice sessions where students provide feedback and support to each other. ● Discussion on how understanding the style, genre, and context of the repertoire influences performances and connections with audiences. <p>Sessions 8: Performance and Reflection</p> <ul style="list-style-type: none"> ● Objective: Perform selected repertoire and reflect on the unit's learning outcomes. ● Activities:

<p>3. Individuals' selection of musical works is influenced by their 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.</p>	<p>inform a response?</p>	<ul style="list-style-type: none"> ● Perform selected piano pieces for peers, teachers, and possibly a wider audience. ● Post-performance reflection session where students discuss their experiences, challenges faced, and insights gained. ● Written reflections on how the unit expanded their understanding of diversity and inclusion in piano music and its broader significance. <p>Assessment:</p> <ul style="list-style-type: none"> ● Evaluation of students' compositions and improvisations inspired by music from various cultures and historical periods. ● Assessment of students' criteria development for selecting piano repertoire and their ability to analyze selected pieces. ● Performance assessments based on technical proficiency, expressive interpretation, and cultural authenticity in selected repertoire. ● Written reflections and discussions on the unit's learning outcomes and broader significance. (LA) <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12acc.Cr1 ● 1.3C.12acc.Pr4 ● 1.3C.12acc.Re7
<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 - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond</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 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, & 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>	<p>Interdisciplinary Connections:</p> <p>Social Studies (SS)</p> <p>Language Arts (LA)</p>
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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
Axford, E. C. (2004). <i>Music of Many Cultures</i> . Cengage Learning. Dewey, J. (1902). <i>The child and the curriculum</i> . Chicago: University of Chicago Press. Eisner, E. (2002). <i>The Educational Imagination 3rd ed.</i> Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). <i>The Curriculum Studies Reader</i> . NY: Routledge. Lornell, K., & Rasmussen, A. K. (Eds.). (2013). <i>The Music of Multicultural America</i> :	<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 	<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>Performance, Identity, and Community in the United States. 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>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>		
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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Content Area: Visual & Performing Arts (NJSLs-VPA 9-12)
 Visual and Performing Arts: Piano II
 Grade: 10-12

Dev. Date:
 2020-2021

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