

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	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 2 Description: Organizing and developing ideas Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products. Standard #: Anchor Standard 8 Description: Interpreting intent and meaning.	
Artistic Practice:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret	HS Accomplished 1.3C.12acc.Cr2 a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a	Activity Description: Unit Title: Harmonies 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 developing arrangements, sections, and short compositions that reflect understanding of music from various cultures while addressing

<p>Present</p> <p>Responding Select, Analyze Evaluate Interpret</p>	<p>variety of cultures studied in rehearsal.</p> <p>HS Accomplished 1.3C.12acc.Pr5 a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.</p> <p>HS Accomplished 1.3C.12acc.Pr6 a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.</p> <p>HS Accomplished 1.3C.12acc.Re8</p>	<p>environmental themes. Students will develop appropriate rehearsal strategies to address challenges in performing diverse repertoire, demonstrate mastery of technical demands and expressive qualities, and connect with audiences through their performances.</p> <p>Session 1: Introduction to Climate Change and Piano Music</p> <ul style="list-style-type: none"> ● Objective: Introduce students to the concept of climate change and its representation in piano music. ● Activities: <ul style="list-style-type: none"> ● Discussion on the impact of climate change on the environment and society. (S) ● Listening session: Explore piano pieces that evoke themes related to nature, environmental conservation, and climate change. ● Introduction to the unit's goals and expectations. <p>Sessions 2-3: Developing Arrangements and Compositions</p> <ul style="list-style-type: none"> ● Objective: Select and develop arrangements, sections, and short compositions that reflect understanding of music from diverse cultures and address environmental themes. ● Activities: <ul style="list-style-type: none"> ● Study piano music from various cultures, analyzing characteristic elements and themes. ● Guided composition exercises focusing on evoking environmental imagery and emotions through piano music.
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	<p>a. 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 varied researched sources.</p>	<ul style="list-style-type: none"> ● Peer feedback sessions where students share and critique each other's arrangements and compositions. <p>Sessions 4-5: Rehearsal Strategies for Diverse Repertoire</p>
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<ul style="list-style-type: none"> ● Objective: Develop and apply appropriate rehearsal strategies to address challenges in performing diverse repertoire. ● Activities:
<ol style="list-style-type: none"> 1. Musicians' creative choices are influenced by their expertise, context, and expressive intent. 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. 3. Through their use of elements and structures of music, creators and performers. 	<ol style="list-style-type: none"> 1. How do musicians make creative decisions? 2. How do musicians improve the quality of their performance? 3. How do we discern the musical creators' and performers' expressive intent? 	<ul style="list-style-type: none"> ● Identification of technical and expressive challenges in selected repertoire. ● Development of rehearsal strategies to address individual and ensemble challenges, such as fingering, dynamics, and interpretation. ● Collaborative rehearsal sessions where students practice and refine their performances, providing feedback and support to each other. <p>Sessions 6-7: Mastery of Technical Demands and Expressive Qualities</p> <ul style="list-style-type: none"> ● Objective: Demonstrate mastery of technical demands and expressive qualities in prepared and improvised performances. ● Activities: <ul style="list-style-type: none"> ● Individual and group practice sessions focusing on technical accuracy, phrasing, and emotional expression. ● Rehearsal and refinement of prepared and improvised performances of selected repertoire.

Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	<ul style="list-style-type: none"> Peer evaluation sessions where students provide feedback on performances, focusing on technical mastery and connection with the audience.
<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/Respond</p> <ul style="list-style-type: none"> (7) Perceive and analyze artistic work. 	<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>	<p>Sessions 8: Expressive Intent and Interpretation</p> <ul style="list-style-type: none"> Objective: Support interpretations of the expressive intent and meaning of musical works related to climate change. Activities: <ul style="list-style-type: none"> Discussion and analysis of selected piano pieces, focusing on their expressive intent and thematic relevance to climate change. Presentation of researched sources and evidence supporting interpretations of the expressive intent and meaning of musical works. Reflection on the role of music in raising awareness and fostering empathy towards environmental issues. <p>Assessment:</p> <ul style="list-style-type: none"> Evaluation of students' arrangements, sections, and short compositions reflecting understanding of music from diverse cultures and addressing environmental themes. Assessment of students' rehearsal strategies and mastery of technical demands and expressive qualities in performing diverse repertoire.

	<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"> ● Critique and analysis of students' interpretations of the expressive intent and meaning of musical works related to climate change. <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12acc.Cr2 ● 1.3C.12acc.Pr5 ● 1.3C.12acc.Pr6 ● 1.3C.12acc.Re8 <p>Interdisciplinary Connections:</p> <p>Language Arts (LA)</p> <p>Science (S)</p>
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<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>. 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</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 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, 	<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><i>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>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"> 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. 	<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 	<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. 	<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

<ul style="list-style-type: none">● 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.	<p>the method (repetition, simple explanations, visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none">● 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 any formal or informal assessments.	<ul style="list-style-type: none">● Check often for understanding, and review as needed, providing oral and visual prompts when necessary.	<p>grouping gifted students together to push each other academically.</p> <ul style="list-style-type: none">● Propose interest-based extension activities and opportunities for extra credit.
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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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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.

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)
Visual and Performing Arts: Piano II
Grade: 10-12

Dev. Date:
2020-2021

	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.