Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days

Artistic *Process*:	Anchor Standard: *General Knowledge & Skills*	
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.	**Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit**
Artistic *Practice*:	Performance Expectation/s:	
Creating Imagine Plan, Make Evaluate, Refine **Performing** Rehearse, Evaluate, Refine Select, Analyze, Interpret	**HS Accomplished** 1.3C.12acc.Cr3 a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which	**Activity Description**: Unit Title: Piano Portraits - Embracing Inclusion Unit Overview: This unit seeks to foster diversity and inclusion in piano music by exploring compositions that celebrate LGBTQ+ identities and narratives of disability. Students will evaluate and refine their draft arrangements, sections, short

| Present

Connecting
Interconnect | they address identified purposes.

b. Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.

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.

b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

HS Accomplished
1.3C.12acc.Cn10
a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and | compositions, and improvisations based on personally developed criteria, with a focus on addressing identified purposes related to LGBTQ+ and disability themes. They will share their personally developed melodies, rhythmic passages, and arrangements, both individually and as an ensemble. Additionally, students will demonstrate mastery of technical demands and expressive qualities in performances, connecting with audiences through their understanding of intent.

Session 1: Introduction to Diversity in Piano Music

● Objective: Introduce students to the concept of diversity and inclusion in piano music, with a focus on LGBTQ+ identities and disability narratives.
● Activities:
  ● Discussion on the importance of representation and inclusion in music. (SS)
  ● Listening session: Explore piano pieces by LGBTQ+ composers and composers with disabilities.
  ● Introduction to the unit's goals and expectations.

Sessions 2-3: Evaluating and Refining Draft Compositions

● Objective: Evaluate and refine draft compositions based on personally developed criteria, addressing LGBTQ+ and disability themes. |

Enduring Understanding/s:	Essential Question/s:
responding to music. (spanning both columns above)	
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.	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?

- Activities:
  - Guided exercises to develop personally developed criteria for evaluating compositions.
  - Peer feedback sessions where students share and critique each other's draft compositions, focusing on addressing LGBTQ+ and disability themes.
  - Revision workshops where students refine their compositions based on feedback and personal reflection.

Sessions 4-5: Sharing and Collaborating

- Objective: Share personally developed melodies, rhythmic passages, and arrangements that address LGBTQ+ and disability themes.
- Activities:
  - Individual and ensemble performances of personally developed compositions.
  - Collaborative arrangement sessions where students work together to adapt compositions for ensemble performance.
  - Discussion on the creative process and the role of collaboration in fostering diversity and inclusion in music.

Social and Emotional Learning: *Competencies*	Social and Emotional Learning: *Sub-Competencies*	Sessions 6-7: Mastery of Technical Demands and Expressive Qualities

SEL/Create
- (2) Organize and develop artistic ideas and work.
 	
SEL/Perform
- (5) Develop & refine artistic techniques & work for presentation.
 	
SEL/Connect
- (10) Synthesize and relate knowledge and personal experiences to make art.
	SEL/Create
	CONSOLIDATED EU
	Artists organize and develop creative ideas by balancing what is known with what is new
	
	CONSOLIDATED EQ
	How do artists make creative decisions?
	
	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.
	
	CONSOLIDATED EQ
	How do artists improve the quality of their presentation/performance?
		● Objective: Demonstrate mastery of technical demands and expressive qualities in prepared and improvised performances.
		● Activities:
		  ● 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.
		
		Sessions 8: Connecting with Audience and Reflecting
		
		● Objective: Connect with audiences through performances and reflect on personal choices and intent in creating and performing music.
		● Activities:
		  ● Performances of personally developed compositions for peers, teachers, and possibly a wider audience.

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.

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

- Post-performance reflection session where students discuss their experiences connecting with the audience and conveying intent.
- Written reflections on how personal interests, knowledge, and skills relate to choices and intent in creating and performing music, particularly in the context of diversity and inclusion.

Assessment:

- Evaluation of students' ability to evaluate and refine draft compositions based on personally developed criteria addressing LGBTQ+ and disability themes.
- Assessment of students' performances of personally developed compositions, focusing on technical mastery and emotional expression.
- 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.12acc.Cr3
- 1.3C.12acc.Pr6
- 1.3C.12acc.Cn10:

		Interdisciplinary Connections: Social Studies Language Arts

Assessments (Formative) *To show evidence of meeting the standard/s, students will successfully engage within:*	Assessments (Summative) *To show evidence of meeting the standard/s, students will successfully complete:*
Formative Assessments: ● Peer and self feedback in critical response format	**Benchmarks:** ● Rubric evaluations ● Tests/Quizzes **Summative Assessments:** ● 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). *The child and the curriculum*. Chicago: University of Chicago Press. Eisner, E. (2002). *The Educational*	● 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	● 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	● Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.

Imagination 3rd ed. Upper Saddle River, NJ: Prentice Hall Flinders, J. & Thornton, S. (2004). *The Curriculum Studies Reader.* NY: Routledge. Lornell, K., & Rasmussen, A. K. (Eds.). (2013). The Music of Multicultural America: Performance, Identity, and Community in the United States. University Press of Mississippi. Miller, T. E., & Shahriari, A. (2016). World Music: A Global Journey. Routledge. NJCCCS (2020). *2020 New Jersey Student Learning Standards for Visual and Performing Arts.* https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf Stone, R. M. (Ed.). (1998). The Garland Encyclopedia of World Music. Garland Publishing.	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, or the school's Occupational or Physical Therapists.	of any classwork, quiz or test to their individual needs.	
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** *IEP/504/At-Risk/ESL*	**ELL Core Resources**	**Gifted & Talented Core**
• 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.	• 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	• 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.	• 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.

	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.		

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: *N.J.S.A. 18A 52:16A-88*		Holocaust Law: *N.J.S.A. 18A:35-28*	X	LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35*		Standards in Action: *Climate Change*		Diversity and Inclusion *C.18A:35-4.36.A*

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Disciplinary Concepts:* Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy

	Core Ideas:	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.
	Performance Expectation/s:	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.	