

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	45 days
Artistic Process:	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit
Performing Responding Connecting	<p>Standard #: Anchor Standard 4 Description: Selecting, analyzing, and interpreting work.</p> <p>Standard #: Anchor Standard 9 Description: Applying criteria to evaluate products.</p> <p>Standard #: Anchor Standard 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
Artistic Practice:	Performance Expectation/s:	
<p>Performing Rehearse, Evaluate, Refine Select, Analyze, Interpret Present</p> <p>Responding Select, Analyze Evaluate</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</p>	<p>Activity Description:</p> <p>Unit Title: Exploring Piano Repertoire- Understanding, Evaluating, and Connecting</p> <p>Unit Overview: This unit focuses on developing students' ability to select, analyze, and perform a varied repertoire of piano music while exploring its connections to other arts, disciplines,</p>

<p>Interpret</p> <p>Connecting Interconnect</p>	<p>music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p> <p>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.</p> <p>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>HS Accomplished 1.3C.12acc.Re9</p> <p>a. Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>	<p>contexts, and daily life. Students will develop and apply criteria for selecting repertoire based on theoretical, structural, and expressive characteristics. They will document and demonstrate how compositional devices and theoretical aspects impact performances, and evaluate works and performances based on research and personally developed criteria. Additionally, students will explore the relationships between piano music and other arts, disciplines, contexts, and daily life.</p> <p>Session 1: Introduction to Piano Repertoire Selection</p> <ul style="list-style-type: none"> ● Objective: Introduce students to the process of selecting piano repertoire based on theoretical, structural, and expressive characteristics. ● Activities: <ul style="list-style-type: none"> ● Overview of different styles, genres, and periods of piano music. (SS) ● Discussion on the importance of understanding theoretical and structural characteristics in repertoire selection. ● Introduction to the unit's goals and expectations. <p>Sessions 2-3: Developing Criteria for Repertoire Selection</p> <ul style="list-style-type: none"> ● Objective: Develop and apply criteria for selecting piano repertoire. ● Activities: <ul style="list-style-type: none"> ● Guided exercises to identify and analyze theoretical, structural, and expressive characteristics in selected piano pieces.
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	<p>HS Accomplished 1.3C.12acc.Cn11 a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ul style="list-style-type: none"> ● Group discussions and brainstorming sessions to develop criteria for repertoire selection. ● Application of developed criteria to select repertoire for individual or ensemble performances.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	<p>Sessions 4-5: Analyzing Compositional Devices and Theoretical Aspects</p>
<ol style="list-style-type: none"> 1. 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. 2. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. 3. Musicians connect their personal interests, experiences, ideas, and 	<ol style="list-style-type: none"> 1. How do performers select repertoire? 2. How do we judge the quality of musical work(s) and performance(s)? 3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? 	<ul style="list-style-type: none"> ● Objective: Document and demonstrate how compositional devices and theoretical aspects impact performances. ● Activities: <ul style="list-style-type: none"> ● Analysis of selected piano pieces, focusing on compositional devices and theoretical aspects such as harmony, form, and texture. ● Guided exercises to demonstrate how understanding compositional devices and theoretical aspects informs prepared and improvised performances. ● Presentation and discussion of findings, highlighting the impact of compositional devices and theoretical aspects on performance interpretation. <p>Sessions 6-7: Evaluating Works and Performances</p> <ul style="list-style-type: none"> ● Objective: Evaluate works and performances based on research and personally developed criteria. ● Activities:

<p>knowledge to creating, performing, and responding.</p>		<ul style="list-style-type: none"> ● Individual and group research projects on selected piano composers and their works. ● Performance assessments based on personally developed criteria, focusing on technical proficiency, expressive interpretation, and connection with the audience. ● Peer evaluation sessions where students provide feedback on performances, considering analysis and interpretation of the structure and context. <p>Session 8: Exploring Connections</p> <ul style="list-style-type: none"> ● Objective: Demonstrate understanding of relationships between piano music and other arts, disciplines, contexts, and daily life. ● Activities: <ul style="list-style-type: none"> ● Cross-disciplinary exploration: Examine connections between piano music and visual arts, literature, history, and social contexts. ● Creative projects where students express their understanding of these connections through multimedia presentations, essays, or artistic interpretations. ● Reflection on how understanding these relationships enhances appreciation and interpretation of piano music. <p>Assessment:</p> <ul style="list-style-type: none"> ● Evaluation of students' ability to develop and apply criteria for selecting piano repertoire.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond - (7) Perceive and analyze artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</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/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>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.</p> <p>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</p>	<ul style="list-style-type: none"> ● Assessment of students' documentation and demonstration of how compositional devices and theoretical aspects impact performances. ● Written evaluation of works and performances based on research and personally developed criteria, including analysis and interpretation of the structure and context.(LA) ● Assessment of students' understanding of relationships between piano music and other arts, disciplines, contexts, and daily life. <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12acc.Pr4 ● 1.3C.12acc.Re9 ● 1.3C.12acc.Cn11 <p>Interdisciplinary Connections: Language Arts (LA) Social Studies (SS)</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 	

		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
<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>	<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) 	<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>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>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 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 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.

<p>resources including visual, audio, and tactile materials.</p> <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. 	<ul style="list-style-type: none"> ● 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 any formal or informal assessments. 	<ul style="list-style-type: none"> ● 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"> ● 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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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.

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.