

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 Advanced 1.3C.12adv.Cr1 a. Compose and improvise musical ideas for a variety of purposes and contexts. HS Advanced 1.3C.12adv.Pr4 a. Develop and apply criteria to select varied programs to study	Activity Description: Unit Title: Exploring Diversity through Piano Performance Unit Overview: This unit aims to broaden students' understanding and appreciation of diverse musical styles, genres, and cultural contexts through piano performance. Students will engage in composing, improvising, studying, and performing various pieces of music from different cultural backgrounds, styles, and

<p>Responding Select, Analyze Evaluate Interpret</p>	<p>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.</p> <p>b. Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.</p> <p>c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.</p> <p>HS Advanced 1.3C.12adv.Re7 a. Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and</p>	<p>time periods. By examining the structural characteristics, expressive challenges, and contextual influences of each piece, students will develop critical listening skills, enhance technical proficiency, and cultivate empathy and understanding for diverse perspectives.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none">1. Students will compose and improvise musical ideas in various styles and contexts.2. Students will develop criteria for selecting and evaluating diverse piano repertoire.3. Students will analyze the structure, context, and performance decisions of diverse piano music.4. Students will justify their choices in selecting and performing piano repertoire, citing knowledge of the music and its cultural context. <p>Sessions 1-2: Introduction to Diverse Piano Repertoire</p> <ul style="list-style-type: none">● Objective: Students will explore and listen to diverse piano repertoire from different cultures and genres. (SS)● Activities:<ul style="list-style-type: none">● Listen to and discuss examples of piano music from various cultural backgrounds (e.g., classical, jazz, folk, world music).● Research and present on the historical and cultural contexts of selected pieces.● Begin individual research on diverse piano repertoire for performance.
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	<p>ensemble purpose and context.</p> <p>b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.</p>	<p>Sessions 3-4: Composing and Improvising in Diverse Styles</p> <ul style="list-style-type: none"> ● Objective: Students will compose and improvise musical ideas inspired by diverse cultural styles. ● Activities: <ul style="list-style-type: none"> ● Learn basic principles of composition and improvisation. ● Experiment with composing short pieces or improvising in styles such as classical, jazz, blues, and folk music from different cultures. ● Collaborate in small groups to create compositions or improvisations that blend elements from multiple cultural traditions.
Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> 1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. 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. 3. Individuals' selection of musical works is influenced by their 	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas? 2. How do performers select repertoire? 3. How do individuals choose music to experience? How does understanding the structure and context of music inform a response? 	<p>Sessions 5-6: Selecting, Studying, and Performing Diverse Repertoire</p> <ul style="list-style-type: none"> ● Objective: Students will select, study, and perform diverse piano repertoire, applying criteria based on structural characteristics, expressive challenges, and cultural context. ● Activities: <ul style="list-style-type: none"> ● Develop criteria for selecting and evaluating diverse piano repertoire (e.g., technical difficulty, cultural significance, historical context). ● Select pieces from different cultural backgrounds to study and perform individually or in small groups.

<p>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>		<ul style="list-style-type: none"> ● Analyze the structure, context, and performance decisions of selected repertoire, using music reading skills where appropriate. ● Prepare and perform selected pieces, incorporating research and understanding of cultural context into their interpretations. <p>Assessment:</p> <ul style="list-style-type: none"> ● Performance assessments: Students will be evaluated on their prepared and improvised performances of diverse repertoire, including technical proficiency, expressiveness, and understanding of cultural context. ● Research and analysis assignments: Students will justify their repertoire choices and performance decisions through written reflections, citing knowledge of the music and its cultural context. (LA) ● Peer evaluations: Students will provide feedback to their peers on their performances, focusing on both technical aspects and cultural sensitivity. <p>Connections to Standards:</p> <ul style="list-style-type: none"> ● 1.3C.12adv.Cr1 ● 1.3C.12adv.Pr4 ● 1.3C.12adv.Re7 <p>Interdisciplinary Connections:</p> <p>Social Studies (SS)</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<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,</p>	

	<p>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>Language Arts (LA)</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 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources IEP/504/At-Risk/ESL</p>	<p>ELL Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<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>	<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) 	<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>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>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>		
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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. 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed 	<ul style="list-style-type: none"> Provide extended time to complete classwork and assessments as needed. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and create an enhanced set of

<ul style="list-style-type: none"> ● 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. 	<p>during instruction to better engage all learners.</p> <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. 	<p>Assignments and rubrics may need to be modified.</p> <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. 	<p>introductory activities accordingly.</p> <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 III
Grade: 11-12

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.