

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	45 days
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-VPA within Unit</b>
Creating Performing Connecting	<b>Standard #:</b> Anchor Standard 3 <b>Description:</b> Refining and completing products.  <b>Standard #:</b> Anchor Standard 6 <b>Description:</b> Conveying meaning through art.  <b>Standard #:</b> Anchor Standard 10 <b>Description:</b> Synthesizing and relating knowledge and personal experiences to create products.	
<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<b>Creating</b> Imagine Plan, Make Evaluate, Refine  <b>Performing</b> Rehearse, Evaluate, Refine Select, Analyze, Interpret	<b>HS Advanced</b> 1.3C.12adv.Cr3 a. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	<b>Activity Description:</b> Unit Title: Celebrating Diversity and Inclusion through Piano Performance  Unit Overview:  This unit will explore the themes of LGBT+ representation and disabilities in the context of piano performance. Students will

<p>Present</p> <p><b>Connecting</b> Interconnect</p>	<p>b. Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.</p> <p><b>HS Advanced</b> 1.3C.12adv.Pr6 a. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>b. Demonstrate an ability to connect, engage, and respond to audiences through prepared and improvised performances.</p> <p><b>HS Advanced</b> 1.3C.12adv.Cn10 a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>engage in evaluating, refining, and sharing musical works that address these themes, both individually and as an ensemble. Through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, and genres, students will demonstrate technical mastery and expressive qualities while connecting with audiences. They will also reflect on how their personal interests, knowledge, and skills inform their choices and intentions when creating, performing, and responding to music.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"><li>1. Students will evaluate and refine draft musical works based on appropriate criteria, addressing identified purposes and contexts related to LGBT+ representation and disabilities.</li><li>2. Students will share personally developed musical works that address identified purposes and contexts related to diversity and inclusion, individually or as an ensemble.</li><li>3. Students will demonstrate an understanding and mastery of technical demands and expressive qualities in a varied repertoire representing diverse cultures, styles, and genres through prepared and improvised performances.</li><li>4. Students will connect, engage, and respond to audiences through prepared and improvised performances.</li><li>5. Students will demonstrate how their interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</li></ol>
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Enduring Understanding/s:	Essential Question/s:	
<ol style="list-style-type: none"> <li>1. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>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.</li> <li>3. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> </ol>	<ol style="list-style-type: none"> <li>1. How do musicians improve the quality of their creative work?</li> <li>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> <li>3. How do musicians make meaningful connections to creating, performing, and responding?</li> </ol>	<p>Sessions 1-2: Exploring LGBT+ Representation in Music</p> <ul style="list-style-type: none"> <li>● Objective: Students will explore and discuss LGBT+ representation in music, particularly in piano repertoire.</li> <li>● Activities:             <ul style="list-style-type: none"> <li>● Listen to and analyze piano compositions by LGBT+ composers or with themes related to LGBT+ experiences.</li> <li>● Research and present on the contributions of LGBT+ composers and musicians to the world of music.</li> <li>● Discuss the importance of diversity and representation in music.</li> </ul> </li> </ul> <p>Sessions 3-4: Addressing Disabilities through Piano Performance</p> <ul style="list-style-type: none"> <li>● Objective: Students will examine the representation of disabilities in music and explore ways to incorporate disability perspectives into piano performance.</li> <li>● Activities:             <ul style="list-style-type: none"> <li>● Listen to and analyze piano compositions inspired by or dedicated to individuals with disabilities.</li> <li>● Invite guest speakers, such as musicians with disabilities, to share their experiences and perspectives on music.</li> <li>● Discuss strategies for making piano performance more accessible to individuals with disabilities.</li> </ul> </li> </ul>

<b>Social and Emotional Learning:  <i>Competencies</i></b>	<b>Social and Emotional Learning:  <i>Sub-Competencies</i></b>	<b>Sessions 5-6: Evaluating, Refining, and Sharing Musical Works</b>
<p>SEL/Create</p> <ul style="list-style-type: none"> <li>- (2) Organize and develop artistic ideas and work.</li> </ul> <p>SEL/Perform</p> <ul style="list-style-type: none"> <li>- (5) Develop &amp; refine artistic techniques &amp; work for presentation.</li> </ul> <p>SEL/Connect</p> <ul style="list-style-type: none"> <li>- (10) Synthesize and relate knowledge and personal experiences to make art.</li> </ul>	<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, &amp; 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>● Objective: Students will evaluate and refine their musical works addressing LGBT+ representation and disabilities, and share them with the class.</p> <p>● Activities:</p> <ul style="list-style-type: none"> <li>● Students will evaluate their draft musical works based on criteria related to addressing LGBT+ representation and disabilities.</li> <li>● Refine their compositions or arrangements to better meet the identified purposes and contexts.</li> <li>● Share their personally developed musical works with the class, either individually or as an ensemble, and provide feedback to their peers.</li> <li>● Written reflection on how their personal interests, knowledge, and skills influenced their choices and intentions when creating and performing the music. (LA)</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>● Composition and performance assessments: Students will be assessed on their ability to evaluate, refine, and share musical works that address identified purposes and contexts related to LGBT+ representation and disabilities (1.3C.12adv.Cr3, 1.3C.12adv.Pr6).</li> <li>● Audience engagement: Students will be assessed on their ability to connect, engage, and respond to audiences through prepared and improvised performances (1.3C.12adv.Pr6b).</li> </ul>

	<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"> <li>● Reflective assessments: Students will reflect on how their interests, knowledge, and skills relate to their personal choices and intent when creating, performing, and responding to music (1.3C.12adv.Cn10).</li> </ul> <p>Connections to Standards:</p> <ul style="list-style-type: none"> <li>● 1.3C.12adv.Cr3</li> <li>● 1.3C.12adv.Pr6</li> <li>● 1.3C.12adv.Cn10a</li> </ul> <p>Interdisciplinary Connections:                  Language Arts (LA)</p>
<p><b>Assessments (Formative)</b>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p><b>Assessments (Summative)</b>  <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Peer and self feedback in critical response format</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Rubric evaluations</li> <li>● Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Performances</li> <li>● In-studio showings</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>		

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 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>Lornell, K., &amp; 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., &amp; 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>. <a href="https://njartsstandards.org/sites/defa">https://njartsstandards.org/sites/defa</a></p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Allow access to supplemental materials, including use of online bilingual dictionary.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p>ult/files/2020-06/NJ_dance_at_a_glance.pdf</p> <p>Stone, R. M. (Ed.). (1998). The Garland Encyclopedia of World Music. Garland Publishing.</p>			
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <li>Engage all learners through implementation of various resources including visual, audio, and tactile materials.</li> <li>Provide easy access to course resources so the student can utilize materials within the</li> </ul>	<ul style="list-style-type: none"> <li>Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners.</li> <li>Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations,</li> </ul>	<ul style="list-style-type: none"> <li>Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified.</li> <li>Provide access to preferred seating, when requested.</li> <li>Check often for understanding, and review as needed, providing oral and visual prompts when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Offer pre-assessments to better understand students’ strengths, and create an enhanced set of introductory activities accordingly.</li> <li>Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically.</li> </ul>

<p>classroom or at home to reiterate content learned within the course.</p>	<p>visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> </ul>		<ul style="list-style-type: none"> <li>● Propose interest-based extension activities and opportunities for extra credit.</li> </ul>
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Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>	Diversity and Inclusion <i>C.18A:35-4.36.A</i>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b><i>Disciplinary Concepts:</i></b> Career Awareness & Planning, Creativity & Innovation, Critical Thinking and Problem-Solving, Technology Literacy	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	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.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Demonstrate creativity and innovation.	

Content Area: Visual & Performing Arts (NJSLS-VPA 9-12)  
Visual and Performing Arts: Piano III  
Grade: 11-12

Dev. Date:  
2020-2021

	<p>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.</p>
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