

| Marking Period                       | Unit Title  | Recommended Instructional Days  |
|--------------------------------------|---|---|
| 3                                    | AP MUSIC THEORY   | Marking period 3  |
| <b>Artistic Process:</b>             | <b>Anchor Standard:</b><br><i>General Knowledge &amp; Skills</i>  | <b>Recommended Activities, Investigations,<br/>           Interdisciplinary Connections, and/or Student<br/>           Experiences to Explore NJSLs-VPA within Unit</b> |
| Creating<br>Performing<br>Responding | <p><b>Description: Standard #: 4</b><br/> <b>Description: Selecting, analyzing, and interpreting work</b></p> <p><b>Standard #: 3</b><br/> <b>Description: Refining and completing products.</b></p> <p><b>Standard #: 4</b><br/> <b>Description: Developing and refining techniques and models or steps needed to create products.</b></p> <p><b>Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</b></p> <p><b>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through</b></p> |   |

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|   | prepared and improvised performances.  |  |
| <b>Artistic Practice:</b>   | <b>Performance Expectation/s:</b>  |  |
| <ul style="list-style-type: none"> <li>Imagine</li> <li>Plan/Make</li> <li>Evaluate/Refine</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Rehearse/Evaluate/Refine</li> <li>Select/Analyze/Interpret</li> <li>Present</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>Select/Analyze</li> <li>Evaluate</li> <li>Interpret</li> </ul> | <p>a. Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p> <p>a. Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> | <p><b>Activity Description:</b></p> <p><b>Interdisciplinary Connections: Content: ;NJSLA#:</b><br/> <b>Sample Lesson Marking Period 3</b><br/> <b>AP Music Theory</b></p> <p><b>(10 minutes) Recognizing figured bass in root position, first inversion, second inversion and third inversion.</b></p> <p><b>(15 minutes) Melodic dictation 4 measures writing in simple meter and major keys.</b></p> <p><b>(5 ) minutes Rhythmic Dictation ¾ and 4/4 dictation in 4 measures. Identifying quarter, half and eighth note rhythms.</b></p> |
| <b>Enduring Understanding/s:</b>  | <b>Essential Question/s:</b>   |  |
| <p>help musicians comprehend and express the universal language of music.</p> <p>2. Knowledge and understanding of music notation are</p> <p>2. Knowledge and understanding of music notation are</p>   | <p>Essential Question: How does understanding the structure and context of music inform a response?</p> <p>Essential Question: How do performers interpret musical works?</p>  |  |

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| <p>essential to music literacy.</p> <p>3. Playing music is a fundamental and universal form of expression.</p> <p>4. Improvisation and composition enable musicians to express original musical ideas.</p>   |   |  |
| <p><b>Social and Emotional Learning:</b><br/> <i>Competencies</i></p>  | <p><b>Social and Emotional Learning:</b><br/> <i>Sub-Competencies</i></p>   |  |
| <p><b>Competencies</b><br/> <i>SEL/Create - (3) Refine and complete artistic ideas and work.</i></p> <p>SEL/Create - (3) Organize and develop artistic ideas and work.</p> <p>SEL/Perform - (5) Develop &amp; refine artistic techniques &amp; work for presentation.</p> <p>SEL/Respond - (9) Apply criteria to evaluate artistic work.</p> <p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p> | <p><b>Sub-Competencies</b><br/> <i>SEL/Create</i></p> <p><b>CONSOLIDATED EU</b> <i>Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</i></p> <p><b>CONSOLIDATED EQ</b> <i>How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</i></p> <p><b>SEL/Perform</b></p> <p><b>CONSOLIDATED EU</b> <i>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.</i></p> <p><b>CONSOLIDATED EQ</b> <i>How do artists improve the quality of their presentation/performance?</i></p> |  |

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|   | Develop, implement and model effective problem solving and critical thinking skill  |   |  |
| <b>Assessments (Formative)</b><br><i>To show evidence of meeting the standard/s, students will successfully engage within:</i>  |   | <b>Assessments (Summative)</b><br><i>To show evidence of meeting the standard/s, students will successfully complete:</i>   |  |
| <b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● <u>Formative Assessments:</u></li> <li>● <u>Peer and self feedback in critical response format.</u></li> </ul>   |   | <b>Benchmarks:</b> Performance Tests - Rubric evaluations <ul style="list-style-type: none"> <li>● Written Tests/Quizzes</li> </ul> <u>Summative Assessments:</u> <ul style="list-style-type: none"> <li>● In-class Performances</li> <li>● College board practice tests</li> </ul> |  |
| <b>Differentiated Student Access to Content:<br/>                 Teaching and Learning Resources/Materials</b>   |   |   |  |
| <b>Core Resources</b>   | <b>Alternate Core Resources<br/>                 IEP/504/At-Risk/ESL</b>  | <b>ELL Core Resources</b>   | <b>Gifted &amp; Talented Core Resources</b>  |
| <ul style="list-style-type: none"> <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</li> </ul> | <ul style="list-style-type: none"> <li>● eResources IEP/504/At-Risk/ESL</li> <li>● Meet with the student's special education or inclusion teacher prior to initial assessment to learn how to best tailor the format</li> </ul> | <ul style="list-style-type: none"> <li>● supplemental materials, including the use of online bilingual dictionary.</li> <li>● Meet with an ELL trained or inclusion teacher prior to</li> </ul>   | <ul style="list-style-type: none"> <li>● Offer pre-assessments to better understand students' strengths, and</li> <li>● create an enhanced set of introductory activities accordingly.</li> <li>● Integrate active teaching</li> </ul> |

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| <ul style="list-style-type: none"> <li>utilize materials within the classroom or at home to</li> <li>reiterate content learned within the course</li> </ul> | <ul style="list-style-type: none"> <li>of any classwork, quizzes 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 aide, when required by th</li> </ul> | <ul style="list-style-type: none"> <li>initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</li> <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> | <p>and learning opportunities, including grouping gifted students</p> <ul style="list-style-type: none"> <li>together to push each other academically.</li> <li>• Propose interest-based extension activities and opportunities for extra credit.</li> </ul> |
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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.

- Noteflight Notation Software
- GarageBand & Logic Pro
- Teoria
- AP College Board

**Differentiated Student Access to Content:  
 Recommended *Strategies & Techniques***

|                       |                                 |                           |                                   |
|-----------------------|---------------------------------|---------------------------|-----------------------------------|
| <b>Core Resources</b> | <b>Alternate Core Resources</b> | <b>ELL Core Resources</b> | <b>Gifted &amp; Talented Core</b> |
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|  | <i>IEP/504/At-Risk/ESL</i>  |  |   |
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| <ul style="list-style-type: none"> <li>● <b>Aural Skills Sight Singing 4th Edition</b></li> <li>● <b>The Musician's Guide Theory and Analysis 4th edition</b></li> <li>● <b>Barron's Ap Music Theory</b></li> <li>● <b>Know Your Rhythms</b></li> <li>● <b>Veronica HARper</b></li> <li>● <b>Tonal Harmony 8th Edition Stefan Kostka</b></li> <li>● <b>Dorothy Payne, Byron Almen Mc Graw Hill Education</b></li> <li>● <b>Master Theory Books 1-6 Neil A. Kjos Music</b></li> <li>● <b>Essential Sight Singing Volume 1 by Emily Crocker and John Leavitt -Hal Leonard</b></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, visual step-by-step guides, additional examples, modeling, etc).</li> <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.</li> <li>● Review, restate and repeat directions during any formal or informal assessment</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> <li>● Provide access to preferred seating</li> <li>● Provide oral and visual prompts when necessary</li> <li>● Provide videos of music taught</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> <li>● • Propose interest-based extension activities and opportunities for extra credit.</li> </ul> |

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| <b>NJSLS CAREER READINESS,<br/>                 LIFE LITERACIES &amp; KEY<br/>                 SKILLS</b> | <b>Disciplinary Concept:</b>  |  |
|   | <i>Core Ideas:</i>  | Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. |
|   | <i>Performance Expectation/s:</i>   | Provide students with the necessary skills to make informed career decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. |
|   | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>  |  |
|   | <input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.<br><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.<br><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.<br><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.<br><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.<br><input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.<br><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.<br><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.<br><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.<br><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.<br><input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence. |  |

New Jersey Legislative Statutes and Administrative Code  
 (place an "X" before each law/statute if/when present within the curriculum map)

|                                     |  |   |  |   |  |  |  |   |
|-------------------------------------|--|---|--|---|--|--|--|---|
| Amistad Law:<br><i>N.J.S.A. 18A</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A.</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> |  | Standards in Action:<br><i>Climate Change</i> |
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| 52:16A-88 |  |  | 18A:35-4.35 |  |  |  |  |
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| Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> |  | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.3 5</i> |  | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | Standards in Action:<br><i>Climate Change</i> |
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Content Area: 21st Century Life and Careers

Strand C: Career Preparation

**9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION**

| Number:                               | Standard Statement:  |
|---------------------------------------|--|
| 9.2.12.C.1                            | Review career goals and determine steps necessary for attainment.                                      |
| 9.2.12.C.2                            | Modify Personalized Student Learning Plans to support declared career goals.                           |
| 9.2.12.C.3                            | Identify transferable career skills and design alternate career plans.                                 |
| 9.2.12.C.4tytrtfgeertreerewertyujkjgg | Analyze how economic conditions and societal changes influence employment trends and future education. |



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9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.9

Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.