

Content Area:  
 Visual &  
 Performing Arts  
 (NJSLs-VPA 2.1  
 - 2.5) Grades 10--  
 12  
 AP MUSIC  
 THEORY  
 -Marking period  
 1

Dev. Date:

Marking Period	Unit Title	Recommended Instructional Days
1	AP MUSIC THEORY	MARKING PERIOD 1
<i>Artistic Process:</i>	<i>Anchor Standard: General Knowledge &amp; Skills</i>	<b>Recommended Activities, Investigations,            Interdisciplinary Connections, and/or Student            Experiences to Explore NJSLs-VPA within Unit</b>
Creating Performing Responding	<p><b>Description: Standard #: 4</b>  <b>Description: Selecting, analyzing, and interpreting work</b></p> <p>Standard #: 3          Description: Refining and completing products.</p> <p>Standard #: 4          Description: Developing and refining techniques and models or steps needed to create products.</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</b></p>	

	<p>music through prepared and improvised performances.  <b>Standard #: 9</b>  <b>Description: Interpreting intent and meaning.</b></p>	
<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>Performing</p> <ul style="list-style-type: none"> <li>• Rehearse/Evaluate/Refine</li> <li>• Select/Analyze/Interpret</li> <li>• Present</li> </ul> <p>Responding</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: ;NJSLs#:</b></p> <p>Sample lesson for marking period 1 -40 minutes          Ear training, rhythmic dictation and simple meters</p> <p>(10 minutes)students will listen to quarter, eighth and half note dictation. Write in 4 measures of beats. Follow up with teoria exercises.</p> <p>(10 minutes)Students will drill intervals perfect and major. Identifying all major and perfect intervals. Hold up flash card to the answer of the heard interval. Follow up with teoria ear training exercises.</p>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	

<p>1)help musicians comprehend and express the universal language of music.</p> <p>2. Knowledge and understanding of music notation are 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>Essential Question: How do musicians improve the quality of their creative work.</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>	<p>(5 minutes)Students will identify simple duple, triple and quadruple meters. Samples of music will be distributed with space to identify the meter.</p> <p>(10Minutes) Examples will be played on smart board and students will identify meter.</p> <p>(5minutes) answer questions and assign homework to reinforce class information learned .</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<p><b>Competencies</b>  <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><b>Sub-Competencies</b>  <i>SEL/Create</i></p> <p><b>CONSOLIDATED EU Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</b></p> <p><b>CONSOLIDATED EQ How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</b></p>	

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<p>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</p>	<p><i>Sub-CompetencieSEL/Create</i></p> <p><i>CONSOLIDATED EU Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</i></p> <p><i>CONSOLIDATED EQ 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>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>● <i>Formative Assessments:</i></li> <li>● <i>Peer and self feedback in critical response format.</i></li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Performance Tests - Rubric evaluations</li> <li>● Written Tests/Quizzes</li> <li>● <b><u>Summative Assessments:</u></b></li> <li>● In-class Performances</li> </ul> <p>College board practice tests</p>	
<p><b>Differentiated Student Access to Content:          Teaching and Learning <i>Resources/Materials</i></b></p>		

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<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
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<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 utilize materials within the classroom or at home to reiterate content learned within the course</li> </ul>		<ul style="list-style-type: none"> <li>• eResources <i>IEP/504/At-Risk/ESL</i></li> <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, 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>• Allow access to supplemental materials, including the 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 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> </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</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul> <p>Content Area: 21st Century Life and Careers</p> <p>Strand C: Career Preparation</p> <p><b>9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION</b></p> <table border="1"> <tr> <td>Number:</td> <td>Standard Statement:</td> </tr> </table>	Number:	Standard Statement:
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		<ul style="list-style-type: none"> <li>● student's IEP or 504, to</li> <li>● improve student focus,</li> <li>● comprehension and time on</li> <li>● task.</li> </ul>	<ul style="list-style-type: none"> <li>● Check often for understanding, and review as needed,</li> <li>● providing oral and visual prompts when necessary.</li> </ul>	<p>activities and</p> <ul style="list-style-type: none"> <li>● opportunities for extra</li> <li>● credit.</li> </ul>	<p>9.2.12.C.1</p> <p>9.2.12.C.2</p> <p>9.2.12.C.3</p> <p>9.2.12.C.4t ytrtfggeert reerewerty ujkjgg</p> <p>9.2.12.C.5</p>	<p>Review career goals and determine steps necessary for attainment.</p> <p>Modify Personalized Student Learning Plans to support declared career goals.</p> <p>Identify transferable career skills and design alternative career plans.</p> <p>Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p>
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					<p>9..2.12.C.9</p> <p>Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</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.

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



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**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"> <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</li> <li>● (Visual, Auditory, Kinesthetic, Tactile) approach as needed</li> <li>● during instruction to</li> <li>● 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> <li>● visual step-by-step guides, additional</li> <li>● examples, modeling, etc).</li> <li>● • Allow additional time to complete classwork as</li> <li>● needed, when required according to students'</li> <li>● IEP or 504 plan. Break assignments up into</li> <li>● shorter tasks while repeating directions as</li> <li>● needed. Offer additional individual instruction</li> <li>● time as needed.</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</li> <li>● better understand students' strengths, and</li> <li>● create an enhanced set of</li> <li>● introductory activities accordingly.</li> <li>● • Integrate active teaching and learning opportunities, including grouping gifted students</li> <li>● together to push each</li> <li>● other academically.</li> <li>●</li> <li>● • Propose interest-based</li> <li>● extension activities and</li> <li>● opportunities for extra</li> <li>● credit.</li> <li>●</li> </ul>

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	<ul style="list-style-type: none"> <li>• Modify test content and/or format, allowing</li> <li>• students additional time and preferential seating</li> <li>• as needed, according to their IEP or 504 plan.</li> <li>• Review, restate and repeat directions during</li> <li>• any formal or informal assessment</li> </ul>		
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<p>NJSLS CAREER READINESS,          LIFE LITERACIES &amp; KEY          SKILLS</p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<p>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.</p>
	<p><i>Performance Expectation/s:</i></p>	<p>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.</p>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<p>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.</p> <p><u>  </u> X <u>  </u> CRP12 Work productively in teams while using cultural global competence.</p> <p>X <u>  </u> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><u>  </u> X <u>  </u> CRP2. Apply appropriate academic and technical skills.</p> <p><u>  </u> X <u>  </u> CRP3. Attend to personal health and financial well-being.</p>	

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	<p><input checked="" type="checkbox"/> CRP4. Communicate clearly and effectively and with reason.</p> <p><input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p><input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation.</p> <p><input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies.</p> <p><input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p><input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management.</p> <p><input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals.</p> <p><input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.</p> <p><input checked="" type="checkbox"/> CRP12 Work productively in teams while using cultural global competence.</p> <p>-</p>
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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>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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