

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	1 Marking Period
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 Connecting	Standard #: 3 Description: Refining and completing products. Standard #: 4 Description: Developing and refining techniques and models or steps needed to create products. Standard #: 8 Description: Interpreting intent and meaning. Standard #: 11 Description: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.	
Artistic Practice:	Performance Expectation/s:	
Creating <ul style="list-style-type: none"> ● Imagine ● Plan/Make ● Evaluate/Refine Performing <ul style="list-style-type: none"> ● Rehearse/Evaluate/Refine 	Proficient 1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Activity Description: Interdisciplinary Connections: Content: ;NJSLS#: Sample Band 2 Lesson Plan for Marking Period 2:

<ul style="list-style-type: none"> ● Select/Analyze/Interpret ● Present <p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>1.3C.12prof.Cr3b: Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.</p> <p>Proficient</p> <p>1.3C.12prof.Pr4: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.</p> <p>Proficient</p> <p>1.3C.12prof.Re8a: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research.</p> <p>Proficient</p> <p>1.3B.12prof.Cn11a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>Class: Band 2 - 40 minutes</p> <p>Suggested Activities:</p> <p><u>Performing Compound Rhythms and Meters</u></p> <p>Review counting rhythms in simple meters: (10 minutes)</p> <ul style="list-style-type: none"> ● Show students a simple rhythm in 4/4 time ● Have students write in the counts (1+, 2, etc) and read the rhythm out loud on a neutral/rhythm syllable ● In another rhythm, include triplets to begin teaching compound rhythm counting <p>Count rhythms in compound meter: (20 minutes)</p> <ul style="list-style-type: none"> ● Explain to students that in compound meters, the triplet is the microbeat. ● Count in 3/8, 6/8, 9/8, and 12/8 time signatures, showing the class how to count out the eighth notes for each beat, explaining that we feel the big beats in each meter. ● Beginning with 3/8, present a 4 measure rhythm. Explain to them how to count each eighth note and then how to count with rhythm syllables (eg. Gordon “du da di”) and write in big beat rhythms (1+a, etc.). ● Hand students a worksheet and allow them to write out the beats individually for each compound time signature. <p>Perform rhythms in compound meters: (10 minutes)</p> <ul style="list-style-type: none"> ● Present a rhythm in 6/8 time from sightreadingfactory.com in rhythm only mode. ● The class counts out the beats and writes in the rhythm counts on the board together. ● Aloud, the class speaks the rhythm on rhythm syllables. ● On one note or a major triad, the class performs the rhythm on their instruments ● If time allows, present the class with examples in 9/8 and 12/8. Try an excerpt in concert band unison mode.
Enduring Understanding/s:	Essential Question/s:	
1. Performers’ interest in and knowledge of musical works,	1. How do musicians improve the quality of their creative work?	

<p>understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>2. To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p> <p>3. Through their use of elements and structures of music, creators and performers.</p> <p>4. Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.</p>	<p>2. How do musicians improve the quality of their performance?</p> <p>3. How do we discern the musical creators' and performers' expressive intent?</p> <p>4. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>	<p>Students continue to practice and refine individually using sightreadingfactory.com homework examples for two weeks. Students will be assessed on an individual assignment through sightreadingfactory.com.</p> <p><u>Recording Music & Reflecting on Performance</u></p> <p>Perform & record a piece from the concert repertoire (eg. Sleigh Ride by Leroy Anderson) : (10 minutes)</p> <ul style="list-style-type: none"> • Students begin by warming up with the warm-up packet, chorales or major scales • Students practice their part for the piece for 1 minute alone, addressing any possible problem areas • Perform the entire piece without stopping while recording <p>Listen to the recording and complete an individual reflection: (10 minutes)</p> <ul style="list-style-type: none"> • Provide students with a reflection worksheet to complete as they listen. The worksheet should guide them through the active listening process, giving them the space to identify where the ensemble did well/could use improvement and where they as individuals did well/could use improvement. • Play the recording aloud for students, allowing them to complete the worksheet individually. • Play the recording a second time to give them the time to accurately complete the sheet <p>Discuss the recording as an ensemble and create a rehearsal plan: (10 minutes)</p> <ul style="list-style-type: none"> • Students will first share with a classmate and then with the class what they wrote for the ensemble and themselves as individuals. • As a class, we will find similarities between answers and write those sections on the board.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create: (3) Refine and complete artistic ideas and work.</p> <p>SEL/Perform: (4) Develop & refine artistic techniques & work for presentation.</p> <p>SEL/Respond: (8) Interpret intent and meaning in artistic work.</p>	<p>SEL/Create: CONSOLIDATED EU: Refinement of artistic work is an iterative process that takes time, discipline, and collaboration.</p> <p>CONSOLIDATED EQ: How do artists use a critique process and reflection to refine a work and decide it's ready to be shared?</p>	

<p>SEL/Connect: (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><i>SEL/Perform:</i> 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><i>SEL/Respond:</i> CONSOLIDATED EU: The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>CONSOLIDATED EQ: How does understanding an artists expressive intent help us comprehend, interpret, and personally relate to an artistic works.</p> <p><i>SEL/Connect:</i> CONSOLIDATED EU: People develop ideas, expand literacy, and gain perspectives about societal, cultural, historical, and community contexts through their interactions with an analysis of the arts.</p> <p>CONSOLIDATED EQ: What relationships are uncovered when people investigate the cultural, societal,</p>	<ul style="list-style-type: none"> ● Students will come up with a rehearsal plan to improve the piece of music. <p>Rehearse the sections for improvement: (10 minutes)</p> <ul style="list-style-type: none"> ● Using the class created rehearsal plan, begin to address areas for improvement. ● Identify any new sections for improvement throughout the piece. <p>Students will be assessed on their reflection sheets and rehearsal plans.</p>
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	<p>historical, and theoretical aspects of an artistic work; and how does this knowledge connect us to the art around us and enhance literacy in the arts and connection to our communities?</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><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Peer and self feedback in critical response format. 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> Performance Tests - Rubric Evaluations Recording assignments Written Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> In-class Performances School/community/festival performances 	
<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>
<ul style="list-style-type: none"> Musical Instruments Tuners and Metronomes Recording Equipment John McAllister, <i>Comprehensive Warm-Ups</i> (johnmcallistermusic.com, (2019)) John McAllister, <i>Folk Song Chorales</i> (2014) Claude T. Smith, Jensen Publications, <i>Symphonic Warm-Ups for Band</i> 	<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, quizzes or test to their individual needs, as well as to discuss whether or not homework is appropriate. Provide access to an 	<ul style="list-style-type: none"> Allow access to supplemental materials, including the use of online bilingual dictionaries. 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 and universities, with the assistance of guidance counselors.

<ul style="list-style-type: none"> • (1982) J. E. Skornicka and Robert Miller, <i>Rubank Intermediate Method</i>, Hal-Leonard Publications • (1936) Carol Ann Tomlinson, <i>Responding to the Needs of All Learners</i>, (Alexandria, VA: Association for Supervision and Curriculum Development, 1999). • John McCarthy, <i>So All Can Learn: A Practical Guide to Differentiation</i>, Rowman & Littlefield Publishers (2017) • musictheory.net - Lessons & Exercises for Music Theory • musictheory.net/piano - Visual Piano • sightreadingfactory.com 	<p>individual or classroom aide, when required by the student’s IEP or 504, to improve student focus, comprehension and time on task.</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.
- SMARTBoard
- Noteflight Notation Software
- Music learning websites listed above

Other:

- N/A

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

	<p>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>		
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<p>NJSLA CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem-solving • Global and Cultural Awareness 		
	<p>Core Ideas:</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>Performance Expectation/s:</p>	<ul style="list-style-type: none"> • There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace. • Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities. • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. 	
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>		
	<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee. <input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills. <input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being. <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>
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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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