

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	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 #: 2 Organizing and developing ideas. Standard #: 6 Description: Conveying meaning through art. 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:	
Creating <ul style="list-style-type: none"> ● Imagine ● Plan/Make ● Evaluate/Refine Performing <ul style="list-style-type: none"> ● Rehearse/Evaluate/Refine ● Select/Analyze/Interpret ● Present 	Proficient 1.3C.12prof.Cr2a: Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Activity Description: Interdisciplinary Connections: Content: ;NJSLs#: Sample Band 2 Lesson Plan for Marking Period 4: Class: Band 2 - 40 minutes

<p>Responding</p> <ul style="list-style-type: none"> ● Select/Analyze ● Evaluate ● Interpret <p>Connecting</p> <ul style="list-style-type: none"> ● Interconnect 	<p>Proficient 1.3C.12prof.Pr5a: Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Proficient 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 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>Suggested Activities:</p> <p><u>Creating & Playing Minor Scales</u></p> <p>Begin class by playing select Major Scales: (5 minutes)</p> <ul style="list-style-type: none"> ● Students warm up by playing randomly selected major scales. <p>Review the construction of major scales, keys, and the Circle of Fifths: (10 minutes):</p> <ul style="list-style-type: none"> ● Students are reminded of the step pattern to construct major scales (WWhWWWh). ● Using a presented piano, the class constructs major scales using the step pattern (C, F, Bb). ● Students view the Circle of Fifths and identify the relative minor scales, being told that the relative minor is a minor third below the major key. <p>Learn to construct natural, harmonic, and melodic minor scales: (15 minutes)</p> <ul style="list-style-type: none"> ● Students are taught the step pattern for natural minor scales (WhWWWhWW). ● Students construct the C natural minor scale. ● Teacher explains to students that harmonic minor scales are made by using the natural minor and raising the 7th scale degree. Melodic minor is a raised 6th & 7th ascending and lowered again descending. ● Students create the C harmonic and melodic minor scales on their own. <p>Play natural, harmonic, and melodic minor scales: (10 minutes)</p> <ul style="list-style-type: none"> ● After creating the C minor scales individually, students play that scale by instrument group. ● Students then construct the concert Bb minor scales and play them as an ensemble.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	
<p>1. Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p>	<p>1. How do musicians make creative decisions?</p> <p>2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</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>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>	<ul style="list-style-type: none"> Students are taught that they can make any major scale a natural minor scale but lowering the 3rd, 6th and 7th scale degrees. <p>Students practice constructing natural, harmonic, and melodic minor scales over a two week time period. Students will be assessed on a test for the construction of these minor scales.</p> <p><u>Concert Program Project</u></p> <p>Select repertoire for the ensemble and create a concert program: (30 minutes)</p> <ul style="list-style-type: none"> Students are shown an example concert program. Students create a cohesive concert theme and concert poster on canva.com or other graphic design websites. Students use the concert band library as well as jwpepper.com to select appropriate repertoire for a future Band 2 concert. Using GoogleDocs, students put together a concert program and explain the reason for choosing the theme and pieces they have chosen. <p>Present concert programs: (10 minutes)</p> <ul style="list-style-type: none"> Students present their programs in small groups and finally to the class as a whole. All students will complete a peer review worksheet of their classmates' proposed concert programs. Students discuss the possible concert themes and the reasons for their selections. As a class, students decide which pieces they would like to sight-read. <p>Students will be assessed on their completed concert programs and repertoire choices, as well as their peer feedback.</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>SEL/Create: (2) Organize and develop artistic ideas and work.</p> <p>SEL/Perform: (6) Convey meaning through the presentation of artistic work.</p> <p>SEL/Respond: (8) Interpret intent and meaning in artistic work.</p> <p>SEL/Connect: (11) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p>	<p><i>SEL/Create:</i> 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><i>SEL/Perform:</i> CONSOLIDATED EU: Artists judge presentation/performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response.</p> <p>CONSOLIDATED EQ: When is a presentation/performance judged ready to present? How do context and the manner in which work is</p>	

	<p>presented influence the audience's response?</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, 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 align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">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 <i>Resources/Materials</i></p>			
<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></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> (johnmcallisttermusic.com, (2019)) John McAllister, <i>Folk Song Chorales</i> (2014) Claude T. Smith, Jensen Publications, <i>Symphonic Warm-Ups for Band</i> (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 	<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 individual or classroom aide, when required by the student's IEP or 504, to improve student focus, comprehension and time on task. 	<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.

<p>Curriculum Development, 1999).</p> <ul style="list-style-type: none"> • 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 			
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • 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 <p>Other:</p> <ul style="list-style-type: none"> • 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.
---	--	--	---

NJSLs CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <ul style="list-style-type: none"> ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Global and Cultural Awareness 	
	Core Ideas:	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.
	Performance Expectation/s:	<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.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<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. <input checked="" type="checkbox"/> CRP5. Consider the environmental, social and economic impacts of decisions. <input checked="" type="checkbox"/> CRP6. Demonstrate creativity and innovation. <input checked="" type="checkbox"/> CRP7. Employ valid and reliable research strategies. <input checked="" type="checkbox"/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. <input checked="" type="checkbox"/> CRP9. Model integrity, ethical leadership and effective management. <input checked="" type="checkbox"/> CRP10. Plan education and career paths aligned to personal goals. <input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity.	

	__X__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: <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>