

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	Marking Period 2
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	<p>Standard #: Anchor Standard 2 Description: Organizing and developing ideas.</p> <p>Standard #: Anchor Standard 5 Description: Developing and refining techniques and models or steps needed to create products.</p> <p>Standard #: Anchor Standard 7 Description: Perceiving and analyzing products.</p>	
Artistic Practice:	Performance Expectation/s:	
Performing Creating <ul style="list-style-type: none"> • Imagine • Plan/Make 	Marking PeriodHS Proficient 1.3C12prof.Cr3 <ul style="list-style-type: none"> a. Evaluate and refine draft melodies, rhythmic passages, arrangements, 	Activity Description: Sample Piano 1 Lesson Class: Piano 1 40 minutes

<ul style="list-style-type: none"> Evaluate/Refine <p>Performing</p> <ul style="list-style-type: none"> Rehearse/Evaluate/Refine 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>and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p>HS Proficient 1.3C.12prof.Pr6</p> <p>a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. HS Proficient 1.3C.12prof.Re7</p> <p>a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.</p>	<p>Background Information about Lesson: Students would have learned identification of c position notes</p> <p>Prior Knowledge: Students in the class have completed treble 1 and bass clef notes in c position and c major scale</p> <p>Objectives: Students will be able to identify c major chord and primary chords in c major</p> <p>Suggested Activities:</p> <p>Opening (2 minutes) Review the notes in the rh melody</p> <p>Technique class (35 minutes)</p> <ul style="list-style-type: none"> drill beats work on flow of primary chords in left hand work on right hand melody alone Bring both hands together 	
<p>Enduring Understanding/s</p> <p>1): Learning to read and notate music helps 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</p>	<p><i>Essential Question/s</i></p> <ol style="list-style-type: none"> What is needed to build and play a major Chord? How do melodies harmonize with chords? 		

<p>fundamental and universal form of expression.</p> <p>4. Improvisation and composition enable musicians to express original musical ideas.</p>	<p>3. How do pianists synchronize dynamics and rhythms between the clefs?</p> <p>4. How and why is it proper to sit and place hands correctly on a keyboard?</p>					
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>					
<p>Competencies <i>SEL/Create - (3) Refine and complete artistic ideas and work.</i></p> <p><i>c</i></p> <p><i>SEL/Perform - (5) Develop & refine artistic techniques & work for presentation.</i></p> <p><i>SEL/Respond - (7) Perceive and analyze artistic work.</i></p> <p><i>SEL/Connect - (10) Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>Social and Emotional Learning: <i>Sub-Competency SEL/Create</i></p> <p>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><i>SEL/Perform</i></p>					

	<p><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.</i></p> <p><i>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</i></p> <p><i>SEL/Respond</i></p> <p><i>CONSOLIDATED EU Artists reflect, understand and appreciate the impact of the arts processes and the analysis of the context(s) of the arts and artistic works</i></p> <p><i>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</i></p> <p><i>SEL/Connect</i></p> <p><i>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.</i></p> <p><i>CONSOLIDATED EQ How does one's feelings and thoughts connect to artistic works?</i></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"> • <p><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> <p style="text-align: center;"><u>Formative Assessments:</u></p> <p><i>Peer and self feedback in critical response format.</i></p>	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • Performance Tests - Rubric evaluations • Written Tests/Quizzes <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • <u>Summative Assessments:</u> • In-class Performances • School/community/festival performances •
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**Differentiated Student Access to Content:
 Teaching and Learning Resources/Materials**

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • Core Resources • 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 	<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 special 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 	<ul style="list-style-type: none"> • Allow access to supplemental materials, including the use of online bilingual dictionary. • 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. • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may 	<ul style="list-style-type: none"> • talent development opportunities, often offered • talent opportunities, often offered through area colleges and universities, with the assistance of guidance counselors. • through area colleges and universities, with the assistance of guidance counselors. • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly.

<ul style="list-style-type: none"> reiterate content learned within the course. 	<ul style="list-style-type: none"> improve student focus, comprehension and time on task. 	<ul style="list-style-type: none"> 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"> 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.
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Supplemental Resources

Technology:

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Other: 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

**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"> Alfred Prep Level A Lesson 	<ul style="list-style-type: none"> Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed 	<ul style="list-style-type: none"> supplemental materials, including use of online bilingual dictionary. 	<ul style="list-style-type: none"> Offer pre-assessments to better understand students' strengths, and

<ul style="list-style-type: none"> ● Alfred Prep Level A Solo ● Faber and Faber Fun Hit Book 1 ● Faber and Faber Patriotic Song book 1 ● Faber and Faber Piano Adventures Book 1-2 ● One Four Five Eric Steiner ● Chord Approach Book 1 Alfred ● Notespeller Book 1 Schaum ● Alfred Notespeller Book 1 ● Alfred Theory Book ● More 1-4-5 Eric Steiner 1 	<ul style="list-style-type: none"> ● 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 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. ● 	<ul style="list-style-type: none"> ● 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. ● Provide access to preferred seating ● Provide oral and visual prompts when necessary 	<ul style="list-style-type: none"> ● 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.
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	<p>Disciplinary Concept: *Career Awareness and Planning *critical thinking and problem solving</p>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	*Global and Cultural Awareness	
	<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>	<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. <p>• With a growth mindset, failure is an important part of success.</p> <ul style="list-style-type: none"> ● 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	
	NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: *Career Awareness and Planning *critical thinking and problem solving *Global and Cultural Awareness
<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/</i>	<ul style="list-style-type: none"> ● There are strategies an individual can use to increase his/him/herself more marketable in the job marketplace. ● Career planning requires purposeful planning based on re self-knowledge, and informed choices. <p>• With a growth mindset, failure is an important part of success.</p> <ul style="list-style-type: none"> ● Innovative ideas or innovation can lead to career opportu ● Collaboration with individuals with diverse experiences ca problem-solving process, particularly for global issues whe solutions are needed. ● Solutions to the problems faced by a global society require individuals with different points of view and experiences.
		Career Readiness, Life Literacies, & Key Skills Practices	
		<p><input checked="" type="checkbox"/> CRP1. Act as a responsible and contributing citizen and employee.</p> <p><input checked="" type="checkbox"/> CRP2. Apply appropriate academic and technical skills.</p> <p><input checked="" type="checkbox"/> CRP3. Attend to personal health and financial well-being.</p> <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>	

Content Area: Visual & Performing Arts (NJSL-S-VPA 2.1 - 2.5) Grades K - 12
Piano 1
Grade: Marking Period 2

Dev. Date:
2022

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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