

Marking Period	Unit Title	Recommended Instructional Days
1-4	Music Technology	180
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <i>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 Connecting	<p><b>Standard #:</b> Anchor Standard 1  <b>Description:</b> Generating and conceptualizing ideas.</p> <p><b>Standard #:</b> Anchor Standard 2  <b>Description:</b> Organizing and developing ideas</p> <p><b>Standard #:</b> Anchor Standard 3  <b>Description:</b> Refining and completing products.</p> <p><b>Standard #:</b> Anchor Standard 4  <b>Description:</b> Selecting, analyzing, and interpreting work.</p> <p><b>Standard #:</b> Anchor Standard 5  <b>Description:</b> Developing and refining techniques and models or steps needed to create products.</p> <p><b>Standard #:</b> Anchor Standard 6</p>	

	<p><b>Description:</b> Conveying meaning through art.</p> <p><b>Standard #:</b> Anchor Standard 7  <b>Description:</b> Perceiving and analyzing products.</p> <p><b>Standard #:</b> Anchor Standard 8  <b>Description:</b> Interpreting intent and meaning.</p> <p><b>Standard #:</b> Anchor Standard 9  <b>Description:</b> Applying criteria to evaluate products.</p> <p><b>Standard #:</b> Anchor Standard 10  <b>Description:</b> Synthesizing and relating knowledge and personal experiences to create products.</p> <p><b>Standard #:</b> Anchor Standard 11  <b>Description:</b> Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>	
<p><b>Artistic Practice:</b></p>	<p><b>Performance Expectation/s:</b></p>	
<p><b>Creating</b>          Imagine</p>	<p><b>HS Accomplished</b>          1.3E.12acc.Cr1</p>	<p><b><u>Activity Description</u></b>  <u>Example Lessons:</u></p>

<p>Plan, Make Evaluate, Refine</p> <p><b>Performing</b> Rehearse, Evaluate, Refine Select, Analyze, Interpret Present</p> <p><b>Responding</b> Select, Analyze Evaluate Interpret</p> <p><b>Connecting</b> Interconnect</p>	<p>a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools and resources.</p> <p><b>HS Accomplished</b> 1.3E.12acc.Cr2 a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.</p> <p><b>HS Accomplished</b> 1.3E.12acc.Cr3 a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</p> <p>b. Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.</p> <p><b>HS Accomplished</b></p>	<p><b>Essential Question:</b></p> <p>How does researching artists help us to better understand the Electronic Music genre/find our individual style?</p> <p><b>OBJECTIVES:</b></p> <p><b>SWBAT:</b></p> <p><b>Research &amp; understand a popular artist in electronic music</b></p> <p><u>Activity:</u></p> <p>In groups or individually, students will choose an artist to research.</p> <p>Create a list of questions/answers for each artist.</p> <p>Create a script.</p> <p>Create intro &amp; outro music.</p> <p>Create a commercial.</p> <p>Put together a podcast interviewing the artist.</p> <p><b>Assessment:</b></p> <p>Students will be assessed on their research of the artist &amp; their final podcast.</p>
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	<p>1.3E.12acc.Pr4</p> <p>a. Develop and apply criteria to select sound resources to study and perform based on interest, an understanding of musical characteristics of the music, and the performer's musical skill using digital tools and resources.</p> <p>b. Describe and provide examples of how context, musical aspects of the composition and digital media/tools inform prepared and improvised performances.</p> <p>c. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.</p> <p><b>HS Accomplished</b></p> <p>1.3E.12acc.Pr5</p> <p>a. Develop and implement rehearsal strategies to improve</p>	<p><b><u>Essential Question:</u></b></p> <p>How do composers create music for movies?</p> <p><b><u>OBJECTIVES:</u></b></p> <p><b><u>SWBAT:</u></b></p> <p>Create the soundtrack to a short film.</p> <p>Understand the importance of music in movies.</p> <p><b><u>Activity:</u></b></p> <p>Students will choose from a list of short films.</p> <p>Students will create a soundtrack to that film in SoundTrap using sound effects for what is happening in the film.</p> <p>Students will have continuous music flowing throughout the piece of music.</p> <p>Students will present the music &amp; movie for the class.</p> <p><b><u>Assessment:</u></b></p> <p>Students will be assessed on their final movie.</p>
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and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.

**HS Accomplished**

1.3E.12acc.Pr6

a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

**HS Accomplished**

1.3E.12acc.Re7

a. Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the

	<p>works.</p> <p>b. Explain how an analysis of the structure, context, and technological aspects of the music informs the response.</p> <p><b>HS Accomplished</b> 1.3E.12acc.Re8</p> <p>a. Connect the influence of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p> <p>b. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.</p> <p><b>HS Accomplished</b> 1.3E.12acc.Re9</p> <p>a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p>	
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	<p><b>HS Accomplished</b>                  1.3E.12acc.Cn10                  a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>HS Accomplished</b>                  1.3E.12acc.Cn11                  a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	
<p><b>Enduring Understanding/s:</b></p>	<p><b>Essential Question/s:</b></p>	
<ol style="list-style-type: none"> <li>1. The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>2. Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>3. Musicians evaluate, and refine their work</li> </ol>	<ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3. How do musicians improve the quality of their creative work?</li> </ol>	

<p>through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>4. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p> <p>5. 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>6. Musicians judge performance based on criteria that vary across time, place, and cultures. The context</p>	<p>4. How do performers select repertoire?</p> <p>5. How do musicians improve the quality of their performance?</p> <p>6. 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>7. How do individuals choose music to experience? How does understanding the structure and context of music</p>	
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<p>and how a work is presented influence the audience response.</p> <p>7. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>8. Through their use of elements and structures of music, creators and performers.</p> <p>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p>	<p>inform a response?</p> <p>8. How do we discern the musical creators' and performers' expressive intent?</p> <p>9. How do we judge the quality of musical work(s) and performance(s)?</p> <p>10. How do musicians make meaningful connections to creating, performing, and responding?</p> <p>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and</p>	
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<p>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>11. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>responding to music?</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>SEL/Create              - (2) 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              - (7) Perceive and analyze artistic work.</p>	<p>SEL/Create              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>SEL/Perform              CONSOLIDATED EU</p>	

<p>SEL/Connect</p> <ul style="list-style-type: none"><li>- (10) Synthesize and relate knowledge and personal experiences to make art.</li></ul>	<p>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.</p> <p>CONSOLIDATED EQ How do artists improve the quality of their presentation/performance?</p> <p>SEL/Respond 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</p> <p>CONSOLIDATED EQ How do artists comprehend and process creative experiences in ways that impact one's perception and responses to personal life experiences?</p> <p>SEL/Connect</p>	
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	<p><b>CONSOLIDATED EU</b>                  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.</p> <p><b>CONSOLIDATED EQ</b>                  How does one’s feelings and thoughts connect to artistic works?</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>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Peer and self feedback in critical response format</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Rubric evaluations</li> <li>Tests/Quizzes</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Performances</li> <li>In-studio showings</li> </ul>	
<p><b>Differentiated Student Access to Content:                  Teaching and Learning Resources/Materials</b></p>			
<p><b>Core Resources</b></p>	<p><b>Alternate Core Resources                  IEP/504/At-Risk/ESL</b></p>	<p><b>ELL Core Resources</b></p>	<p><b>Gifted &amp; Talented Core Resources</b></p>
<p>Dewey, J. (1902). <i>The child and the curriculum</i>. Chicago: University of Chicago Press.</p> <p>Eisner, E. (2002). <i>The Educational</i></p>	<ul style="list-style-type: none"> <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, quiz or</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</li> </ul>	<ul style="list-style-type: none"> <li>Connect students to related talent development opportunities, often offered through area colleges, with the assistance of guidance counselors.</li> </ul>

<p><i>Imagination 3<sup>rd</sup> ed.</i> Upper Saddle River, NJ: Prentice Hall</p> <p>Flinders, J. &amp; Thornton, S. (2004). <i>The Curriculum Studies Reader</i>. NY: Routledge.</p> <p>NJCCCS (2020). <i>2020 New Jersey Student Learning Standards for Visual and Performing Arts</i>.  <a href="https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf">https://njartsstandards.org/sites/default/files/2020-06/NJ_dance_at_a_glance.pdf</a></p>	<p>test to their individual special needs, as well as to discuss whether or not homework is appropriate.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● Provide access to modified materials as needed to improve accessibility (slant boards, headphones for auditory processing disorders, gym mats for additional cushioning, active/sensory seating pads, helmets and body padding as required by physical therapist, etc.). Many can be borrowed from a student’s special education classroom, or the school’s Occupational or Physical Therapists.</li> </ul>	<p>inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs.</p>	
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● N/A</li> </ul>			

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Offer resources to students in a variety of ways to accommodate for multiple learning styles.</li> <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>● 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> </ul>	<ul style="list-style-type: none"> <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>	<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>

	<ul style="list-style-type: none"> <li>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.</li> </ul>		
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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>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	Standards in Action: <i>Climate Change</i>
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## Standard 9

**12 Career Ready Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.

	<input checked="" type="checkbox"/> CRP11. Use technology to enhance productivity. <input checked="" type="checkbox"/> CRP12. Work productively in teams while using cultural global competence.
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Content Area: 21st Century Life and Careers	
Strand C: Career Preparation	
<b>9.2 CAREER AWARENESS, EXPLORATION, AND PREPARATION</b>	
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.4	Analyze how economic conditions and societal changes influence employment trends and future education.
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.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both



	employers and employees in the global workplace.
9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

**9.3 CAREER & TECHNICAL EDUCATION (CTE)**

Content Area: Standard 9.3 Career and Technical Education

Strand: Arts, A/V Technology & COmmunications Career Cluster

Number:	Standard Statement:
9.3.12.AR-PRF.1	Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.
9.3.12.AR-PRF.2	Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.
9.3.12.AR-PRF.3	Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures and historical periods.
9.3.12.AR-PRF.4	Demonstrate knowledge of music theory.
9.3.12.AR-PRF.5	Explain key issues affecting the creation of characters, acting skills and roles.

9.3.12.AR-PRF.6	Create stage, film, television or electronic media scripts in a variety of traditional and current formats.
9.3.12.AR-PRF.7	Describe how technology and technical support enhance performing arts productions.
9.3.12.AR-PRF.8	Analyze all facets of stage and performing arts production management.