

Marking Period	Unit Title	Recommended Instructional Days
1	Marking Period 1	1 Marking Period
Artistic Process:	Anchor Standard: General Knowledge & Skills	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-VPA within Unit
Creating Performing Responding Connecting	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5: Selecting, analyzing and interpreting work. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	

Artistic Practice:	Performance Expectation/s:	
<p>Creating</p> <ul style="list-style-type: none"> • Imagine • Plan/Make • 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>1.3.C.12nov.Cr1a: Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p>1.3.C.12nov.Cr3b: Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>1.3.C.12int.Pr4a: 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>1.3.C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from</p>	<p>Sample Lesson Plan for Marking Period I:</p> <p>Class: Jazz Ensemble – 40 min.</p> <p>Lesson No. 1: Swing Style Intro</p> <p>Objective: Students will differentiate playing in a classical style versus how to play in a swing style.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Play several examples of swing style for students. At least one example should be the exact piece being performed in class. • Listen to examples with class and briefly discuss, in their words, how each song feels regarding style, texture, and technique. • Select a small segment of repertoire and work with class on this section. Practice and perform in small and large groups. • Relate student’s performance and technique with the examples heard earlier.

	ensemble peers and other sources to refine performances.	<ul style="list-style-type: none"> Record, if possible, the student’s performance during class. For closure, listen and reflect on their in class performance. Relate and compare to the examples heard in class earlier.
Enduring Understanding/s:	Essential Question/s:	
<ul style="list-style-type: none"> Learning to read and notate music helps musicians comprehend and express the universal language of music. Playing music is a fundamental and universal form of expression. 	<ul style="list-style-type: none"> What makes traditional technique and style different from swing style and technique. How does swing sound and feel in comparison to “classical”. 	Lesson No. 2: Comfort with Chords (Root Notes) <ul style="list-style-type: none"> Students will listen to a simple Blues. Students will have their attention drawn to when the chord changes and be instructed to clap or stomp on cue. Once the class has the feel of when the chord changes, music will be handed out. The music will be a lead sheet with chord symbols. Students will play the root note along with the blues recording. Students will over time grow more comfortable and more aware of when chords change by listening. Closure comes as performance assessment.
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed. Artists organize and develop creative ideas by balancing	SEL/Create CONSOLIDATED EU Refinement of artistic work is an iterative process that takes time, discipline, and collaboration	

<p>what is known with what is new</p>	<p>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>SEL/Respond</p> <p>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 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"> • Performance assessment by teacher. Reflection by students. 	<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"> • In-class Performances School/community/festival performances 	

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
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"> • Repertoire from music library. • Jamey Abersold Jazz Methods and play along. • Play Along tracks and examples. 	<ul style="list-style-type: none"> • Meet with the student’s special education or inclusion teacher to assess what individual needs and accommodations a student may or may not have. • Provide access to an individual or classroom aide, when required by the student’s IEP or 504. 	<ul style="list-style-type: none"> • Students will be allowed access to supplemental resources and personnel as needed. 	<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.
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> • Technology may be required to assist students with IEPs and 504s. Access to computers with voice recognition software and talking applications may be needed or helpful. Some students with limited verbal abilities may require access to assistive communication devices. <p>Other:</p> <ul style="list-style-type: none"> • Sibelius notation software. • Spotify and other audio services. 			
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"> • Provide resources to students in as many ways as one is able to allow for various learning styles. • Use many resources each day including visual, audio, and hands on. • Make resources available and easy to access, both within the classroom and at home. 	<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 	<ul style="list-style-type: none"> • Provide extra time and resources as needed. • Provide access to preferred seating, when requested. • Check for comprehension and understanding as needed for benefit of student. 	<ul style="list-style-type: none"> • Group gifted and talented students together for purposes of increased self and group motivation. • Create extension activities and advanced opportunities for these students.

	their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments.		
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <ul style="list-style-type: none"> • 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
	Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

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>