

Marking Period	Unit Title	Recommended Instructional Days
2	Marking Period 2	1 Marking Period
<b>Artistic Process:</b>	<b>Anchor Standard: General Knowledge &amp; Skills</b>	<b>Recommended Activities, Investigations,            Interdisciplinary Connections, and/or Student            Experiences to Explore NJSLS-VPA within Unit</b>
<b>Creating            Performing            Responding            Connecting</b>	<p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 3: Refining and completing products.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p>	

<b>Artistic Practice:</b>	<b>Performance Expectation/s:</b>	
<p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• <b>Imagine</b></li> <li>• <b>Plan/Make</b></li> <li>• <b>Evaluate/Refine</b></li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• <b>Rehearse/Evaluate/Refine</b></li> <li>• <b>Select/Analyze/Interpret</b></li> <li>• <b>Present</b></li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• <b>Select/Analyze</b></li> <li>• <b>Evaluate</b></li> <li>• <b>Interpret</b></li> </ul> <p><b>Connecting</b></p> <ul style="list-style-type: none"> <li>• <b>Interconnect</b></li> </ul>	<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>1.3C.12int.Cr3b: Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Sample Lesson Plan for Marking Period 2:</p> <p>Class: Jazz Ensemble – 40 min.</p> <p>Lesson No. 1: Jazz Theory I</p> <p>Objective: Students will learn basics of music theory that will relate to their ability to improvise over solo sections/chord changes.</p> <ul style="list-style-type: none"> <li>• Prepare a simple Blues chord progression or use repertoire music with an appropriate solo section. Chords should be simple and not too advanced (i.e. no extensions).</li> <li>• Discuss and introduce to students, basic chord structure (triads) and how these chords relate to their corresponding scales.</li> <li>• As a large ensemble, play through your selected solo section/chord changes and only use the root. Let the students hear the changes.</li> <li>• Repeat process with 3rds and 5ths.</li> <li>• Have students play through again using all 3 notes (rhythm of your choice).</li> </ul>
<b>Enduring Understanding/s:</b>	<b>Essential Question/s:</b>	
<ul style="list-style-type: none"> <li>• Learning to read and notate music helps</li> </ul>	<ul style="list-style-type: none"> <li>• What notes do we use when specific chords</li> </ul>	

<p>musicians comprehend and express the universal language of music.</p> <ul style="list-style-type: none"> <li>Playing music is a fundamental and universal form of expression.</li> </ul>	<p>are suggested in a solo section?</p> <ul style="list-style-type: none"> <li>How do we build traditional chords?</li> <li>How do chords relate to scales?</li> </ul>	<ul style="list-style-type: none"> <li>This lesson over time should be used as a class warm up. Allowing the students to grow in comfort in knowledge of what notes to play over what chord.</li> </ul> <p>Lesson No. 2: Compare and Contrast Styles:</p> <ul style="list-style-type: none"> <li>Ideally you will have picked repertoire for your ensemble that is varied in style. i.e. swing, bebop, bossa, salsa, mambo, cha-cha, etc...</li> <li>Find two contrasting recordings that are examples of the styles of music you have chosen for your ensemble.</li> <li>Play these examples for class. Either all in row or in between rehearsing in class.</li> <li>Discuss with class differences and similarities. This can include but is not limited to: style, tempo, chord/note choice, and instrumentation.</li> <li>Extensions on this can include worksheets, homework, group discussions, and play alongs.</li> </ul>
<p><b>Social and Emotional Learning:  <i>Competencies</i></b></p>	<p><b>Social and Emotional Learning:  <i>Sub-Competencies</i></b></p>	
<p>Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>Artists organize and develop creative ideas by balancing what is known with what is new</p>	<p><b>SEL/Create</b></p> <p>CONSOLIDATED EU Refinement of artistic work is an iterative process that takes time, discipline, and collaboration</p> <p>CONSOLIDATED EU 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><b>SEL/Respond</b></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><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><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Performance assessment by teacher. Reflection by students.</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>• Performance Tests - Rubric evaluations</li> <li>• Written Tests/Quizzes</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• In-class Performances</li> <li>School/community/festival performances</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>
<ul style="list-style-type: none"> <li>• Repertoire from music library.</li> <li>• Jamey Abersold Jazz Methods and play</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the student’s special education or inclusion teacher to assess</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be allowed access to supplemental resources and personnel as</li> </ul>	<ul style="list-style-type: none"> <li>• Connect students to related talent development opportunities, often offered</li> </ul>

<p>along.</p> <ul style="list-style-type: none"> <li>• Play Along tracks and examples.</li> </ul>	<p>what individual needs and accommodations a student may or may not have.</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.</li> </ul>	<p>needed.</p>	<p>through area colleges and universities, with the assistance of guidance counselors.</p>
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**Supplemental Resources**

**Technology:**

- 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.

**Other:**

- Sibelius notation software.
- Spotify and other audio services.

**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"> <li>• Provide resources to students in as many ways as one is able to allow for various learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide alternate presentations of skills and steps required for project completion by varying the method (repetition, simple explanations,</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra time and resources as needed.</li> <li>• Provide access to preferred seating, when requested.</li> </ul>	<ul style="list-style-type: none"> <li>• Group gifted and talented students together for purposes of increased self and group motivation.</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Use many resources each day including visual, audio, and hands on.</b></li> <li>• <b>Make resources available and easy to access, both within the classroom and at home.</b></li> </ul>	<p>visual step-by-step guides, additional examples, modeling, etc).</p> <ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <li>• <b>Check for comprehension and understanding as needed for benefit of student.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Create extension activities and advanced opportunities for these students.</b></li> </ul>
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	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> </ul>
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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<ul style="list-style-type: none"> <li>• Critical Thinking and Problem-solving</li> <li>• Global and Cultural Awareness</li> </ul>	
	<b><i>Core Ideas:</i></b>	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.
	<b><i>Performance Expectation/s:</i></b>	<ul style="list-style-type: none"> <li>• There are strategies an individual can use to increase his/her value and make him/herself more marketable in the job marketplace.</li> <li>• Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</li> <li>• With a growth mindset, failure is an important part of success.</li> <li>• Innovative ideas or innovation can lead to career opportunities.</li> <li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>• Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	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.	

Content Area: Visual & Performing Arts (NJSLS-VPA 2.1 - 2.5)  
Grades 9 – 12  
Jazz Studies and Ensemble

Dev. Date:  
2022-23

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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