

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	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 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate 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>1.3C.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>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.</p> <p>1.3C.12prof.Pr4b: Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical</p>	<p>Sample Lesson Plan for Marking Period 3:</p> <p>Class: Jazz Ensemble – 40 min.</p> <p>Lesson No. 1: Perform as a section</p> <p>Objective: Students will perform as a functional unit within their designated instrument section.</p> <ul style="list-style-type: none"> • By this point of the year, repertoire should be picked and in the process of becoming “concert ready”. • Students will separate into small groups. • Students will select a piece of the repertoire music to work on. This should be a section that is more challenging and difficult for them to perform effectively. • As a section, students will slow down the section and focus on details of music like articulation and dynamics, as well as moving through the piece as a unit. • Students should be directed to focus on subdivisions as well as downbeats. Effectively lining up all of their parts.

	and structural aspects of musical works impact and inform prepared or improvised performances.	<ul style="list-style-type: none"> • The next day, or later in the class (depending on the length of your periods), bring the sections back together. • Students will perform their selections for the class and receive constructive comments. • Have the class perform as a whole unit and receive closure on their work in small sections. <p>Lesson No. 2: Music Theory II – Chord and Scale Quality:</p> <p>Objective: Students will gain comfort and confidence in improvising solos using chord changes of various qualities.</p> <ul style="list-style-type: none"> • Select one or two solo sections from your chosen repertoire. • Class will focus on the chord changes in that solo section. • Students will be introduced and over the marking period, reinforced on the quality of chords and scales. • Define and display examples for class. Play them as well for reference . • Students will view and play various scales and chords like minor, major, and diminished.
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 details of a piece of music should one focus on to effectively play as a unit. • Can you listen to others in your section while playing and performing your own part. • What will you listen for in the music and you peer assess your classmates. • What do you want your peers to hear when you perform for closure. 	
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	
Creative ideas and inspiration can emerge from a variety of	SEL/Create CONSOLIDATED EU Refinement of artistic work is an	

<p>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>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, & 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>	<ul style="list-style-type: none"> • On the chalk/white/smart board, display rhythmic examples for students to use in this activity. • All students will perform a solo for 8-16 bars depending on the given notation of the repertoire piece. • Students will be encouraged to “do their best” even if their improvised solo is simple. • Closure: over the marking period, students will feel more and more comfortable and confident as their comprehension of chord qualities and what notes are “appropriate” increases.
<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"> • 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 	<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.

	and preferential seating as needed, according to 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>