

Marking Period	Unit Title	Recommended Instructional Days
4	Marking Period 4	1 Marking Period
<b>Artistic Process:</b>	<b>Anchor Standard:</b> <b>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>1.3C.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 4:</p> <p>Class: Jazz Ensemble – 40 min.</p> <p>Lesson Name: Concert Prep and Solo Performance.</p> <p>Objective: Students will begin to complete preparation for a concert. Students will improvise a solo in one repertoire piece.</p> <ul style="list-style-type: none"> <li>• Students will more and more over the weeks, perform each repertoire piece in it’s entirety and/or in larger sections.</li> <li>• Teacher will make recordings of in class rehearsals for the students to review and assess at home and in class.</li> <li>• Students will focus on fine details of the repertoire pieces. i.e. articulation, dynamics, phrasing, tuning, and solos.</li> <li>• Each student will perform an improvised solo based on theory lessons throughout the year.</li> <li>• These solos can be performed in class, at the dress rehearsal, or in concert.</li> </ul>

	and structural aspects of musical works impact and inform prepared or improvised performances.	<ul style="list-style-type: none"> <li>The teacher will stress to students that the goal of their solo is not to be perfect, but to make a thoughtful attempt at improvising and not just playing “random notes” but effectively using music theory and knowledge of chord structure to perform within the tonal center.</li> <li>Concert will be recorded and a post-mortem will occur in the next class period. Closure will come from peer and teacher review. Notes can be made as to what can be improved upon for next year.</li> </ul> <p>Lesson No. 2: Final Music Theory – Extensions</p> <ul style="list-style-type: none"> <li>Based on your chosen repertoire, take note of what extensions are notated in the music. i.e. #9, b5 etc...</li> <li>Redo past improving lessons like the simple blues or repertoire piece solo sections.</li> <li>Encourage students this time through, to utilize effectively chord extension notes.</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 musicians comprehend and express the universal language of music.</li> <li>Playing music is a fundamental and universal form of expression.</li> </ul>	<ul style="list-style-type: none"> <li>What fine details of the repertoire music needs to be focused on?</li> <li>What are the weak points of the music that stand out from the overall work?</li> <li>What chords are represented in the solo section of the repertoire music?</li> <li>What notes will sound “consonant” and what notes will sound “dissonant”?</li> </ul>	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
Creative ideas and inspiration can emerge from a variety of	<b>SEL/Create</b>  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, &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>	
<b>Differentiated Student Access to Content:                  Teaching and Learning <i>Resources/Materials</i></b>			
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"> <li>• Repertoire from music library.</li> <li>• Jamey Abersold Jazz Methods and play along.</li> <li>• Play Along tracks and examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Meet with the student’s special education or inclusion teacher to assess what individual needs and accommodations a student may or may not have.</li> <li>• Provide access to an individual or classroom aide, when required by the student’s IEP or 504.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be allowed access to supplemental resources and personnel as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Connect students to related talent development opportunities, often offered through area colleges and universities, with the assistance of guidance counselors.</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• <b>Sibelius notation software.</b></li> <li>• <b>Spotify and other audio services.</b></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>• <b>Provide resources to students in as many ways as one is able to allow for various learning styles.</b></li> <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>	<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, 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> <li>• Modify test content and/or format, allowing students additional time</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Provide extra time and resources as needed.</b></li> <li>• Provide access to preferred seating, when requested.</li> <li>• <b>Check for comprehension and understanding as needed for benefit of student.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Group gifted and talented students together for purposes of increased self and group motivation.</b></li> <li>• <b>Create extension activities and advanced opportunities for these students.</b></li> </ul>

	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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<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem-solving</li> <li>• Global and Cultural Awareness</li> </ul>	
	<b>Core Ideas:</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>Performance Expectation/s:</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.

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>