

Content Area: Visual & Performing Arts (NJSL-S-VPA 2.1 - 2.5)
 Visual & Performing Arts: Music Fundamentals
 Grade: 9-12

Dev. Date: 2022 -2023

Marking Period	Unit Title	Recommended Instructional Days
3	Marking Period 3	1 Marking Period
<i>Artistic Process:</i>	Anchor Standard: <i>General Knowledge & Skills</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-S-VPA within Unit
Creating Performing Responding Connecting	Standard 2: Organizing and developing ideas. Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 8: Interpreting intent and meaning. Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.	
	<i>Artistic Practice:</i>	

<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>1.3B.12prof.Cr2 Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>1.3B.12prof.Pr4 Analyze how the elements of music (including form) of selected works relate to style and mood and explain the implications for rehearsal or performance.</p> <p>1.3B.12prof.Re8 Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>1.3B.12prof.Cn10 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Sample Music Fundamentals Lesson Plan for Marking Period 1</p> <p>Class: Music Fundamentals - 40 minutes</p> <p><u>Triads</u></p> <ul style="list-style-type: none"> • Identify and demonstrate triads as three note chords build from root, 3rd, 5th. • Students will build triads in the key of C off of each scale degree. • Students will play these triads on the piano. • Students will create triads from one given note (either root, 3rd, or 5th) • Listen for triads in various musical examples. <p><u>Primary and Major Triads</u></p> <ul style="list-style-type: none"> • Identify and demonstrate primary triads build on I, IV, and V degrees of major scale. • Discuss two ways to create primary major triads • root, major 3rd, perfect 5th • major 3rd & minor3rd • Practice building primary triads in root position for various scales using both treble and bass clefs. • Listen for primary triads in various listening examples.
<p>Enduring Understanding/s:</p>	<p>Essential Question/s:</p>	

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<p>1. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</p> <p>2. 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>3. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria</p> <p>4. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding</p>	<p>1. How do musicians make creative decisions?</p> <p>2. How does understanding music theory inform a musician's performance?</p> <p>3. How do we judge the quality of musical work(s) and performance(s)?</p> <p>4. How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p>
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>

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<p>SEL/Create - (1) Creative ideas and inspiration can emerge from a variety of sources. Creativity is a life skill that can be developed.</p> <p>SEL/Perform - (4) Artists make strong choices to effectively convey meaning through their understanding of context and expressive intent.</p> <p>SEL/Respond - (8) The process of interpreting artistic expression can be achieved through analysis, expressive intent, context and personal experiences.</p> <p>SEL/Connect - (10) Through the arts, personal experiences, ideas, knowledge, and contexts are integrated to make meaning, and synthesized to interpret meaning.</p>	<p>SEL/Create</p> <p>CONSOLIDATED EU EU: One ' s feelings, thoughts, personal traits, strengths and challenges influence the creative process.</p> <p>CONSOLIDATED EQ : How does the awareness of one's strengths, challenges, feelings, and thoughts influence the generation of creative ideas?</p> <p>SEL/Perform</p> <p>CONSOLIDATED EU An artists' thoughts, feelings, strengths, and limitations affect the selection, interpretation and performance/ presentation/production of artistic works</p> <p>CONSOLIDATED EQ EQ: How do varying degrees of self-confidence affect the performance/presentation/ production of artistic works?</p> <p>SEL/Respond</p> <p>CONSOLIDATED EU The perception, analysis, and interpretation of artistic works uniquely influence one ' s thoughts and feelings.</p> <p>CONSOLIDATED EQ How can responding to artistic works inform one ' s awareness of their thoughts and feelings?</p> <p>SEL/Connect</p>
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Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> •Peer and self feedback in critical response format.		<u>Benchmarks:</u> • Written Tests/Quizzes <u>Summative Assessments:</u> • Classwork	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> • <i>Alfred, Essentials of Music Theory</i>, (Alfred Publishing 1998) • <i>Charles S. Peters & Paul Yoder, Master Theory</i>, (Neil J. Kjos Co. 1963) 	<ul style="list-style-type: none"> • 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, quizzes or test to their individual special needs, as well as to discuss whether or not homework is appropriate. • 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. 	<ul style="list-style-type: none"> • Allow access to supplemental materials, including the use of online bilingual dictionary. • Meet with an ELL trained or inclusion teacher prior to initial assessment to learn how to best tailor the format of any classwork, quiz or test to their individual needs 	<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			

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Technology:

• 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.

- Noteflight Notation Software

Other:

- N/A

**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
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<ul style="list-style-type: none"> • Offer resources to students in a variety of ways to accommodate for multiple learning styles. • Engage all learners through implementation of various resources including visual, audio, and tactile materials. • 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. 	<ul style="list-style-type: none"> • Utilize a multi-sensory (Visual, Auditory, Kinesthetic, Tactile) approach as needed during instruction to better engage all learners. • 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 their IEP or 504 plan. Review, restate and repeat directions during any formal or informal assessments. 	<ul style="list-style-type: none"> • Provide extended time to complete classwork and assessments as needed. Assignments and rubrics may need to be modified. • Provide access to preferred seating, when requested. • Check often for understanding, and review as needed, providing oral and visual prompts when necessary. 	<ul style="list-style-type: none"> • Offer pre-assessments to better understand students' strengths, and create an enhanced set of introductory activities accordingly. • Integrate active teaching and learning opportunities, including grouping gifted students together to push each other academically. • Propose interest-based extension activities and opportunities for extra credit.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	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.
	<i>Performance Expectation/s:</i>	<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	

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